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ABSTRACT

This curriculum guide suggests activities for teaching basic reading skills to elementary school students. The activities are grouped according to six major skill areas: reading readiness, word recognition, word analysis, word meaning, content reading, and reading comprehension. Within each group, the activities are listed according to the grade level for which they are most appropriate; a learning objective is specified for each activity listed. With the exception of the section on reading comprehension, each section of the guide includes checklists for evaluating individual students' skills in that area; the section on word recognition includes student review tests on using the dictionary. Although most of the activities in the guide are designated for students in grades one through six, some objectives and activities are listed for students in grades seven and eight. (GW)

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MONROE CITY SCHOOL SYSTEM
DR. SIDNEY A. SEEGER, SUPERINTENDENT
MR. RICHARD C. MILES, ASSISTANT SUPERINTENDENT

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A GUIDE FOR BASIC READING SKILLS
FOR
LOWER AND UPPER ELEMENTARY GRADES

PREPARED UNDER THE DIRECTION OF
DR. HARRY B. MILLER,
PROFESSOR OF ELEMENTARY AND EARLY CHILDHOOD EDUCATION
NORTHEAST LOUISIANA UNIVERSITY
AND
STAFF DEVELOPMENT CONSULTANT
FOR THE
EMERGENCY SCHOOL AID ACT PROGRAM
MAY, 1977

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Table of Contents

	<u>Page</u>
Readiness	1
Word Recognition.	15
Word Analysis	31
Word Meaning.	54
Content	63
Comprehension	82

PREFACE

Many of the problems confronting us in the twentieth century are either directly or indirectly related to poor reading skills. This guide offers no panaceas or easy solutions to the problems. It is merely an attempt to provide some directions for teachers who are or will be trusted with the responsibility of teaching children to read.

Realizing the need for a guide in reading, the Monroe City School's Administrative Staff, the Emergency School Aid Act reading teachers, and other Monroe City School teachers worked untiringly in helping to put this guide together. Much effort was expended and each gave generously of his time in order that a Reading Curriculum Guide might become a reality in the Monroe City School System.

For the success of this guide we owe immeasurable gratitude to Dr. Sidney A. Seegers, Superintendent of Monroe City Schools and Mr. Richard O. Miles, Assistant Superintendent of Monroe City Schools. We are especially indebted to Mr. Richard Miles for securing funds through the Emergency School Aid Act Project and the Louisiana State Department of Education to help support this project.

Without the expertise and guidance of our Staff Development Consultant, Dr. Harry B. Miller, Professor of Elementary and Early Childhood Education, many of our efforts would have been in vain. He laid the foundation and was instrumental in seeing that all phases of this guide be designed with the student in mind.

It is hoped that this guide will serve as a useful tool and that it will challenge the best efforts of its users.

Emma Gordon Jones, Director
E.S.A.A. Basic / Pilot Projects

PURPOSE:

This guide, for the teaching of reading in the elementary schools of the Monroe City System is based on three simple premises:

1. The provision of a vehicle to give the beginning teacher dimensions for teaching and the experienced teacher new horizons, with no intention of diminishing the individuality or creativeness of either beginning or experienced teacher.
2. The desire to afford maximum opportunity for the individual student to develop himself to his intellectual potential.
3. The need for a cumulative, sequential development of curriculum, eliminating both overlapping and unnecessary repetition.

Completion of the Comprehension Section
of this
Curriculum Guide

Prepared by the
E.S.A.A. Creative Reading Teachers
of

Berg Jones Lane Elementary

1. Mrs. Creola Brown
2. Mrs. Marie Crawford
3. Mrs. Robertine McCaa
4. Mrs. Mary Roberts

Carver Elementary

1. Mrs. Vera Barnes
2. Mr. Melvin Conway
3. Ms. Glenda Hughes
4. Mrs. Willie Belle Williams

J. S. Clark Elementary

1. Mrs. Donna Bliss
2. Mr. Robert Covington
3. Mrs. Etta Davis
4. Mrs. Denise Hosie

Lincoln Elementary

1. Mrs. Jessie Beal
2. Mrs. Irma DeTiege
3. Mrs. Vada Mims
4. Mrs. Linda Thomas

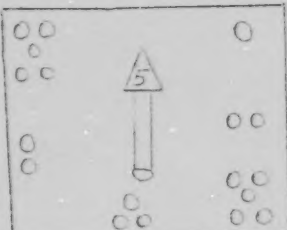
A CURRICULUM GUIDE
FOR
MONROE CITY SCHOOLS

READINESS

Objective	Activity	Reference
I. Language Development		
A. Oral skills		
1. Give personal information	Make miniature telephones with the children's names on them. When the children learn their telephone number, their telephone will be posted on the bulletin board, or they can take them home. The same activity can be used with houses with the child's address on it.	
2. Describe simple objects	Place a collection of objects found in the classroom, (jump rope, balls, toys, books, etc.) on a table. Let the child choose an object and describe it. (What is it? What color is it? What size is it?)	
3. Relate words and pictures	Place several pictures on chalk tray. (frog, apple, cup, sun, ring, shoes, tricycle, etc.) Play a "riddle" game. What can jump? What can you ride on? etc.	

Objective	Activity	Reference
4. Define words	Ask the child to tell you about familiar objects such as apple, fish, hammer, desk, etc.	
5. Responds with complete sentence	Poem: Good morning, little yellowbird, yellowbird, yellowbird. Good morning little yellowbird Who are you? (The child responds with My name is _____.)	
6. Verbalizes an idea	Have the child tell how he makes a peanut butter sandwich or perform some other simple task.	
B. Listening skills		
1. Retell a story	Use puppets for the child to "tell" a familiar story such as "The Three Little Pigs." Use a large box cut out as a television set and let the child tell the story on "T.V." Use a tape recorder and record the child's story.	
2. Follows simple directions	Give a simple direction such as "Close the door", etc. Use silly directions such as "waddle like a duck, crow like a rooster."	

Objective	Activity	Reference
	Use a crayon and paper. Give directions such as "draw a circle". Put an X in it. Draw a square. Put a line under it.	
3. Classify familiar sounds	Make a tape of familiar household sounds. Let the children identify them. Tape familiar sounds of home, school, family, animals. Have a puppet to represent each category, animal, person, or thing. Children using these puppets indicate whether the sound they hear is a person, animal or thing.	
4. Identify location of a sound	Put children in a circle. Blindfold one child and put in the center of the circle. Let a child speak, call his name or sing. The child in the center must point toward the direction of the sound. The children can hide their eyes. Make a noise in the classroom. Let the children point to the sound.	
C. Conceptual		
1. Sorts objects	Place a picture and word on small boxes. (milk cartons) The children sort pictures into proper categories by placing them into the correct box. (Suggested titles: food, toys, clothes, people)	

Objective	Activity	Reference
2. Identify first, last, top, bottom, over, under, between, left, right, up, down.	When playing games, point out the first child, and last child. Poem: Right Hand Left Hand Right hand, left hand, Raise them up high. Left hand, right hand, Touch the sky. Right hand, left hand, Roll them around. Left hand, right hand, pound, pound, pound.	<u>Santa Clara Inventory of Developmental Tasks</u> Manual for <u>Really Reading</u>
3. Make comparisons: dark, light; more, less	Use small pieces of candy like M & M's. Give the child a piece to eat and ask if he wants more. Upon request give two more pieces. Now arrange two sets with one in one set, three in the second set. Ask which is more, which is less?	<u>Santa Clara Inventory of Developmental Tasks</u>
4. Assign number value	Match numerals to sets that have the same value. Make cards with pictures of sets. Use a brad to attach an arrow, with a numeral on it. Move the arrow to point to the correct set.	
5. Identify letters of the alphabet	Make a giant beanstalk. Put the letters of the alphabet on the leaves.	

Objective	Activity	Reference
	Let the child "climb" the beanstalk by naming the letters.	
6. Place pictures in sequential order	Take a short story book apart. Have one that is left together. Have the child put the first book together by using the second book as a guide. A story that has four pictures. Cut the pictures apart. Tell the story. Have the child put the pictures in order.	
7. Give description of sensory stimuli	Let children taste several things such as sugar, salt, lemon, etc. and describe them. Use small baby food jars and place onion, peppermint, spices, tobacco, etc. and let children try to identify the smell.	
II. Auditory Development		
A. Auditory memory		
1. Perform commands	Play "Simon Says"	
2. Repeat a sentence	Gossip. Sit in a circle. The players pass a message from one to another by whispering. The teacher begins the message. The last player tells the message he or she heard.	

Objective	Activity	Reference																				
3. Repeat a tapping sequence	Use a drum to tap a short series ---- let a child repeat the series. Let one child tap four or five times and another child across the room echo the same sequence.	<u>Kids' Stuff</u>																				
B. Auditory perception																						
1. Discriminate between words	Use a list of words such as: <table><tr><td>pan</td><td>pan</td><td>bag</td><td>bag</td></tr><tr><td>pit</td><td>pet</td><td>cap</td><td>nap</td></tr><tr><td>cut</td><td>nut</td><td>mix</td><td>mitt</td></tr><tr><td>flag</td><td>flat</td><td>duck</td><td>duck</td></tr><tr><td>rat</td><td>rot</td><td>chat</td><td>hat</td></tr></table> If the words are alike the children clap, if they are different, they do not.	pan	pan	bag	bag	pit	pet	cap	nap	cut	nut	mix	mitt	flag	flat	duck	duck	rat	rot	chat	hat	<u>Think 'n Do for Teachers of Reading</u> by Dr. Harry Miller
pan	pan	bag	bag																			
pit	pet	cap	nap																			
cut	nut	mix	mitt																			
flag	flat	duck	duck																			
rat	rot	chat	hat																			
2. Match beginning sounds	Collect several milk cartons or small boxes. Cover with paper and place a picture on each one. The children can place pictures that begin with the same sound into the box.																					
3. Detect differences between similar words																						
4. Detect rhyming sounds	Place several pictures on flannel board. Let children determine which ones sound alike.																					
5. Match ending sounds																						

Objective	Activity	Reference
III. Visual Development		
A. Visual memory		
1. Name objects from memory	Place 3 to 5 objects on a table. Identify the objects. Cover them and let a child name the objects.	
2. Recall three items in sequence	Let the children see three items for a short span of time. Cover them, and let them name the items in order. Let three children march around and out of the room. Then let them return but in a different order. Let the children say who should be first, second, last.	
3. Reproduce a design from memory	Using blocks of different colors, place four blocks in a line. After the child has seen the design remove it and have the child reproduce it in the same order. Show the children a card with a design . Remove the card, let the children reproduce the design from memory.	
4. Match color objects	Let the child find things in the classroom that are the same color as a colored card.	

Objective

Activity

Reference

5. Match form objects

Place colored chips or blocks on a table. Let the children place all red together, all blue, etc.

Give the child a collection of construction paper shapes. Hold up a shape, let the child hold up a shape that is the same.

6. Match size objects

Make manila folder games that have objects of different sizes (balls, ice-cream cones, kites, etc.) outlined inside the folder. Have an envelope containing pictures of the same objects. The child places the pictures on the correct size object.

7. Can match numbers

Make large bones with the numerals written on them. Have dogs with numerals on them. Feed the dog the bone that matches.

8. Match letters

Make a worksheet similar to the following:

B	A	B	C
D	D	C	F
G	P	O	G
H	L	H	T

Find the letter on the right that matches the letter on the left.

9. Match words

Use a large poster board figure such as a seal. Place a construction paper ball over his head on which a word has been printed. From a collection of balls the child must find the one

Objective

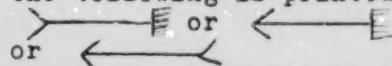
Activity

Reference

10. Match the direction of a design

that has the same word printed on it and place it beside the word he is matching.

Give the child a card on which a design such as the following is printed:



or
After the child has seen the design remove it and have him reproduce it on another card.

IV. Motor Development

A. Motor performance

1. Follows target with eyes

Cut small square of construction paper and tack it to a pencil. Have the child follow the square with his eyes, holding his head and body still.

2. Copy a design

Give the child a worksheet with a circle, or square, or cross and have the child copy the design.

3. Copy letters

Give the child a worksheet with letters of the alphabet. The child can trace the letter, then write another one like it.

4. Copy a sentence

5. Use left to right progression

Make a worksheet with a rabbit on the left and a carrot on the right. Let the child help the rabbit get the carrot by drawing

Objective	Activity	Reference
	a line from the rabbit to the carrot.	
6. Holds a book with ease		
7. Uses eye-hand coordination in using art materials. (colors, scissors)		
B. Motor Co-ordination		
1. Crawl		Refer to <u>Santa Clara Inventory of Development Tasks</u>
2. Walk		
3. Run		
4. Jump		
5. Hop		
6. Balance on one foot		
7. Skip		
8. Balance on walking beam		
V. Social and Emotional Development		
A. Social		
1. Gets along with one's peers	Use small groups. Assign a task to be completed by the group.	
2. Shares with others	Have small groups do an art activity that necessitates the sharing of art supplies.	

Objective	Activity	Reference
3. Joins the group in work or play		
4. Waits his turn	Any game activity that does not involve all the children all the time.	
B. Emotional		
1. Accepts a decision without resentment	role playing	
2. Accepts suggestions without resentment		

READING READINESS

Although the readiness skills are presented in kindergarten, there may be a need for review of one or more of these skills in grades one through eight.

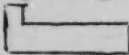
STUDENT EVALUATION

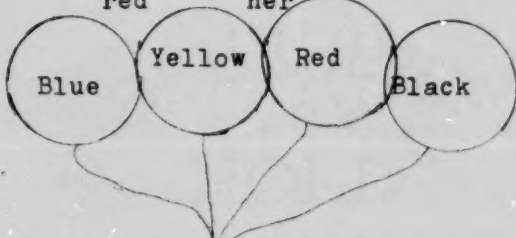
Readiness	yes	needs additional practice	no
I. Language Development			
A. Oral skills			
1. Gives personal information			
2. Describes simple objects			
3. Relates words and pictures			
4. Defines words			
5. Responds with complete sentences			
6. Verbalizes an idea			
B. Listening skills			
1. Retell a story			
2. Follow simple directions			
3. Classify familiar sounds			
4. Identify location of a sound			
C. Conceptual			
1. Sort objects			
2. Identify first, last, top, bottom, over, under, between, left, right, up, down			
3. Make comparison; dark, light; more, less			
4. Assign number value			
5. Identify letters of the alphabet			
6. Place pictures in sequential order			
7. Give description of sensory stimuli			
II. Auditory Development			
A. Auditory memory			
1. Perform commands			
2. Repeat a sentence			
3. Repeat a tapping sequence			
B. Auditory perception			
1. Discriminate between words			
2. Match beginning sounds			
3. Detect differences between similar words			
4. Detect rhyming sounds			
5. Match ending sounds			
III. Visual Development			
A. Visual memory			
1. Name objects from memory			
2. Recall three items in sequence			
3. Reproduce a design from memory			

	yes	needs additional practice	no
4. Match color objects			
5. Match form objects			
6. Match size objects			
7. Can match numbers			
8. Match letters			
9. Match words			
10. Match the direction of a design			
IV. Motor Development			
A. Motor performance			
1. Follows target with eyes			
2. Copy a design			
3. Copy letters			
4. Copy a sentence			
5. Use left to right progression			
6. Holds a book with ease			
7. Use eye-hand coordination in using art materials			
B. Motor co-ordination			
1. Crawl, walk, run			
2. Jump, hop, skip			
3. Balance on one foot			
4. Balance on walking beam			
V. Social and Emotional Development			
A. Social			
1. Gets along with one's peers			
2. Shares with others			
3. Joins the group in work or play			
4. Waits his turn			
B. Emotional			
1. Accepts a decision without resentment			
2. Accepts suggestions without resentment			

WORD RECOGNITION

Grade 1

Objective	Activity	Reference
Demonstrates the ability to recognize words through configuration	Match two that go together Susan  Tom 	
Demonstrates ability to compare identical words	Have the child draw a circle around the word that is exactly like the first one. The first one is done for you. her saw girl boy was girl her saw boy	
Demonstrates ability to identify and match words.	Draw a line between the words that are alike. boy with cat / cat with boy	
Demonstrates ability to identify objects in pictures	Take a large picture of a farm scene, classroom, playground, etc. Have the names of the items in picture written on cards. Give each card, then let them come up and find their item.	
Demonstrates ability to use experience clues to identify words		
Demonstrates ability to identify words from context clues	Write the best word that completes each sentence 1. A little dog is a kitten • puppy	

Objective	Activity	Reference
Demonstrates the ability to recognize color words	2. The ball is <u>red</u>.  Color the balloons the right colors.	
Demonstrates the ability to identify pictures by their word names	Cut out several pictures of objects or animals based on the range of the child's experience. Have the child place the name of the picture under the correct picture.	
Demonstrates the ability to recognizes basic sight vocabulary	Children can use the T - scopes.	
Demonstrates the ability to understand the meaning of directional words such as <u>on</u> the box, <u>around</u> the corner, <u>in</u> the bag, <u>under</u> the table	Given written instructions, the student will dramatize specified directional terms. Go <u>around</u> the room. Sit <u>up</u> straight. Put your hands <u>on</u> your head.	

Grade 2

Objective	Activity	Reference
There will be a review of the skills previously introduced in word recognition		
Demonstrates ability to identify words that rhyme	In the balls below there are words that rhyme. If all three words rhyme, color that ball red. If all the words do not rhyme, color the ball any color you would like. tip rip rope sun fun run	
Demonstrates that pronunciation and meaning depends upon other words in sentence or paragraph	Read the sentences. Write the best word. We went to the store to _____ some cokes. by _____ buy	
Demonstrates the ability to identify words and meaning from context clues	Read the story. Write the best word. _____ is good for you. I like mine with chocolate. Tom won't drink his. candy milk peas	
Demonstrates ability to identify words that are alike	In each row draw a ring around the word like the one at the top. The first one is done. <u>saw</u> said store <u>saw</u> <u>up</u> is to is <u>has</u> has his house	
Recognizes basic vocabulary of 2nd grade reader	Use the T - scopes.	

Grade 3

Objective	Activity	Reference
There will be a review of the skills previously introduced in word recognition		
Demonstrates the ability to recognize the basic vocabulary of a 3rd year reader		
Recognizes words of more than one syllable	Given words, the students will identify by clapping the number of syllables in the words. box mistake butter out over today	Teacher's Word List
Demonstrates the ability to locate words in a dictionary by guide words	Given a set of guide words, the student will name the correct guide words used to locate a specific word in a dictionary. (Place this on chalkboard.)	Use the Thorndike - Barnhart Beginning Dictionary

Grade 4

Objective	Activity	Reference
There will be a review of the skills previously introduced in word recognition in previous grades		
Develop sight vocabulary	Worksheet with groups of three words The teacher says one word out of each group. The student underlines the word. If the reader has difficulty and needs practice with basic vocabulary words, chose a story for independent reading. Have another child sit near him as he reads these stories and help him with any word he does not know.	
Develop word recognition by using configuration clues	Worksheet with words of the fourth grade vocabulary on one side and the configurations on the other Have the students draw lines to match the word with its configuration.	
Develop word recognition by using context clues	Worksheet of sentences containing blanks Read each sentence to decide what missing word would suit the meaning of the sentence. Write the word in the blank.	
Develop word recognition by using picture clues	Picture of words in fourth grade vocabulary displayed on chalkboard Have word cards made to match the picture. Have the student place the word under the correct picture.	

Objective	Activity	Reference
Perceive stressed and unstressed syllables	Display rules for stressed and unstressed syllables with examples. Have students think of their own examples.	
Place accent marks in a stressed syllable	Give the children a group of familiar words and have them place the accents in the words. After the accents have been placed let them check their work in the dictionary.	
Learn and use diacritical marks	Display basic diacritical marks and the name for each one. Have the children use these by placing these marks correctly in familiar words.	
Further enhance the ability to alphabetize words	Given a worksheet with a group of words, the first three or four letters the same, the student can alphabetize them correctly. Show glossaries, dictionaries, and encyclopedias. Help students realize that they are in alphabetical order.	
Use guide words to locate a word in the dictionary	Given two guide words and a group of words that would possibly be found on that page, the student will choose the word from the list that would go on that page.	

Objective	Activity	Reference
Use the pronunciation key to unlock unfamiliar words	Present the pronunciation key and unfamiliar word. Have the student use the key to pronounce these unfamiliar words.	
Use respellings to pronounce unfamiliar words	Present respellings of unfamiliar words from a dictionary. Have the children pronounce these words from their respellings. Have the correct pronunciations taped, and let the students hear and repeat them.	

Grade 5

Objective	Activity	Reference
There will be a review of the skills previously introduced in word recognition in previous grades.		
Develop sight vocabulary	Prepare a filmstrip of unfamiliar words. Have the children pronounce these words after the teacher.	
Develop word recognition by using configuration clues	Prepare a list of words and their configurations. Let the students write the word in its configuration.	
Develop word recognition by using picture clues	Show the students a picture of an unfamiliar word. Let the students try writing the word to match the picture. Afterwards, place the correct written word under each picture.	
Understanding effect of lack of accent in unstressed syllables		
Understanding that in an affixed word the accent is on the root word		
Understanding use of accent in compound words		
Understanding use of accent in words of more than one syllable.		

Grade 6

Objective	Activity	Reference
There will be a review of the skills previously introduced in word recognition in previous grades.		
Develop sight vocabulary	The teacher will write the words on the blackboard and let each student try pronouncing them. The student that pronounces all the words, or more words than anyone else, wins a prize.	
Develop word recognition by using picture clues	Present the words and see if the student can pronounce it and match it with its picture.	
Develop word recognition by using context clues	Prepare a story with some underlined words in it. See if the students can become familiar with these words by asking the students questions about these words.	
Develop word recognition by using configuration clues	Prepare a list of unfamiliar words and their configurations. Let the student match the word and the configuration.	
Use accent marks as a guide to pronunciation	Review rules for accent. Have the pupils find words in the dictionary and let the students write the entry word and respelling on the board. Show students that often a word can be pronounced with only the entry word. Let them try this with some unfamiliar words.	
Perceiving effect of accent on meaning		

Objective	Activity	Reference
Perceiving effect of accent on vowels	Present words with same vowel sound with accent on different syllables. Let children hear the difference.	
Recognizing primary and secondary accent	Present words with primary and secondary accent and let the children hear the difference and discuss why some words have two accents. Discuss rules for primary and secondary accents.	
Perceiving shifting accent	Discuss change in accent from one syllable to another in words that spell and sound similar.	
Interpret respellings	Write words and respellings and let children tell what the respelling means.	

Grades 7 and 8

Word Recognition Skills - label given to the large body of skills a reader uses to identify words on the printed page.

Objective	Activity	Reference
Continues to recognize basic sight words Pronounces 95% of all words in the basic vocabulary	Construct a ladder game in which a paper ladder leads to a place where a reward of some kind is waiting. The ladder may lead to the upper branches of a paper apple tree with many paper apples on it. Each rung of the ladder has a sight word attached to it. The student must pronounce the word on each rung of the ladder. If he successfully reaches the top of the ladder, he/she receives a reward.	
Expand basic sight vocabulary	Use students interest to expand sight vocabulary. Help students develop an individual word bank of significant words based upon his particular interest.	
Continues to identify words by shape and sequence of letters	1. List pairs of words with similar structure. Have students circle the parts in each word that are alike and underline the parts that are different. 2. Make duplicate cards, using words causing configuration trouble. Place all cards in an envelope. Have students to match words which are alike in shape and structure.	Evelyn Spache <u>Reading Activities for Child Involvement</u> (Professional Reference)
Continues to infer meanings of unknown words through context clues	1. A difficult word is presented. Its pronunciation and meaning is a mystery to most of the	

Objective	Activity	Reference
	class. The teacher offers to help solve the mystery by giving some "word clues". A sentence is presented that includes the mystery word. Volunteers are called upon to find the clues. The meaning and pronunciation of the mystery word is discussed.	
	2. Provide sample sentences emphasizing the importance of using contextual clues in identifying words.	
Continues to recognize words by means of picture clues	1. Label and discuss pictures and materials on the bulletin board. 2. Construct a pack of word cards and a pack of picture cards to correspond with them. In playing the game, hold up a picture card and place a word card underneath it. Expose the two for just a moment. If the word is the name of the picture, the students hold their thumbs up and if not, they put their thumbs down.	
Continues to recognize words by means of object clues	With sentence strips, label the many objects about your room, (window, cabinet, file, drawer, etc.) Make an identical set of cards. Have a student select a card from the second set. See if he can find the matching card and name it.	
Recognize words by means of experience clues	Make a list of sentences on the chalkboard in which an unknown word makes sense in terms of a student's own experiences.	

Objective	Activity	Reference
Recognizes 50% to 75% of words in basal reader	Use textbook and other related activities to enhance this skill.	<u>Basal Textbook</u>
Continues to enhance knowledge of alphabetical order	Give each student a half sheet of white construction paper. Instruct him to write with large letters a word beginning with <u>cha</u> . Compare the words and eliminate any duplicates. Then ask each student to hold up his word and stand. Direct the group to alphabetize themselves.	<u>Phonics Skilltext</u> <u>Bk. D</u> <u>Word Attack</u> <u>Book 3</u>
Locates words in the dictionary by using guide words	Provide students with two guide words as they might appear on a page in the dictionary. Provide students with extra words that may or may not follow these guide words. Have students decide whether the words that follow would appear on the same page with the guide words.	
Uses pronunciation key to interpret dictionary symbols	Give students a listing of the most common diacritical markings and their names. Provide students with a list of sample words to illustrate the sound of each diacritical marking.	Dr. Spello
Recognizes appropriate word meaning	On the chalkboard list four words and their meanings. Following this, write sentences using each word. Have students write the letter of the meaning that matches the use of the word.	Dr. Spello

Grade 8

Objective	Activity	Reference
I. Review all previous skills in word recognition		
II. Review and extend dictionary skills	Suggested activities attached	Dr. Spello
1. Knowledge of alphabetical order		
2. Understands that a word can have many different meanings.		
3. Understands that letters and combinations of letters have different sound values in different situations.		
4. Uses pronunciation key to interpret dictionary symbols		
5. Unlocks the sound or pronunciation of words		
6. Expands vocabulary through mastery of inflected and derived forms of known root words		
7. Determines the preferred pronunciation when several are given.		
8. Select word meanings which fit the context		
9. Uses guide words to tell at a glance if the page contains the word being sought.		
10. Uses intelligently special sections of the dictionary		

REVIEW TEST A

USING THE DICTIONARY

1. What to do: Write the alphabet.

1. _____

11. What to do: Put the following words in alphabetical order.

WORDS: get, grate gather, graceful, glitter

2. _____

3. _____

4. _____

5. _____

6. _____

111. What to do: You are given two guide words as they might appear on a page in your dictionary. Decide whether the words that follow would be on the same page with the guide words. Write YES if the word would be on the same page. Write NO if the word would not.

GUIDE WORDS: flip - floppy

7. gave _____

8. floor _____

9. flip _____

10. flower _____

11. flood _____

12. foot _____

13. flirtatious _____

14. floating _____

15. florist _____

16. fluorescent _____

17. flinty _____

18. fingerprint _____

19. flock _____

20. flippant _____

1V. What to do: Look up the following words in your dictionary and find out how to pronounce them. When you are ready, say each one for your teacher.

21. dialect
25. facetious

22. apparition

36

23. procrastinate

24. recollect

SET B - Exercise 6

What to do: As quickly and accurately as you can, write the letters that come before and after the letters given.

- | | | |
|-----------------|------------------|------------------|
| 1. <u> P </u> | 8. <u> W </u> | 15. <u> Q </u> |
| 2. <u> B </u> | 9. <u> T </u> | 16. <u> E </u> |
| 3. <u> R </u> | 10. <u> H </u> | 17. <u> X </u> |
| 4. <u> G </u> | 11. <u> F </u> | 18. <u> C </u> |
| 5. <u> N </u> | 12. <u> O </u> | 19. <u> S </u> |
| 6. <u> V </u> | 13. <u> J </u> | 20. <u> Y </u> |
| 7. <u> I </u> | 14. <u> L </u> | |

SET B - Exercise 7

I. What to do: Put the following words in alphabetical order.

WORDS: flame, rare, wishful, item, cauliflower

1. _____
2. _____
3. _____
4. _____
5. _____

WORDS: mental, questionnaire, ladle, battle, tick

6. _____
7. _____
8. _____
9. _____
10. _____

SET B - Exercise 10

What to do: Listed below are four words and some of their meanings. Following them are sentences using each word. Write the letter of the meaning that matches the use of the word in the sentence.

Example:

WORDS	MEANINGS	SENTENCES	ANSWERS
walk	A. to move along on foot	1. Please sweep the <u>walk</u> .	<u>B</u>
	B. path	2. I <u>walk</u> to school.	<u>A</u>

WORDS	MEANINGS	SENTENCES	ANSWERS
eat	A. to take food	1. The harsh weather <u>eats</u> away most of the paint.	<u> </u>
	B. to wear away as rusting	2. Let's <u>eat</u> lunch now.	<u> </u>
baby	A. an infant	3. Don't <u>baby</u> the child or you will spoil him.	<u> </u>
	B. to treat as a baby	4. I have a new <u>baby</u> brother.	<u> </u>
bridge	A. a roadway built over a river, etc.	5. The glasses didn't fit the <u>bridge</u> of her nose.	<u> </u>
	B. upper part of nose	6. Do you know how to play <u>bridge</u> ?	<u> </u>
	C. a card game	7. The Marines built a rope <u>bridge</u> across the river.	<u> </u>
	D. a device used by dentists in the repair of teeth	8. When he bit into the corn, his <u>bridge</u> fell out.	<u> </u>
choke	A. to strangle	9. I nearly <u>choked</u> on a piece of chicken.	<u> </u>
	B. in gas engines, a device used to control the air and fuel mixture	10. Pull out the <u>choke</u> before starting the engine.	<u> </u>

- ✓ II. What to do: Look at the key words listed at the bottom of the page of your dictionary. Copy the ones that tell the vowel sounds of the words in parentheses above.

Example: dictionary (dĭk' shŭn ẽr ĭ) i i as in ill
u u as in circus
e e as in end
i i as in ill

- | | |
|-----------------------|----------|
| 6. <u>usual</u> | a. _____ |
| | b. _____ |
| | c. _____ |
| 7. <u>genuine</u> | a. _____ |
| | b. _____ |
| | c. _____ |
| 8. <u>mischievous</u> | a. _____ |
| | b. _____ |
| | c. _____ |
| 9. <u>veteran</u> | a. _____ |
| | b. _____ |
| | c. _____ |
| 10. <u>literature</u> | a. _____ |
| | b. _____ |
| | c. _____ |
| | d. _____ |

- III. What to do: Using the information given in the parentheses and using the key words at the bottom of the page of your dictionary, look up and learn to pronounce the following words. Be prepared to say the words for your teacher.

- | | | | |
|---------------|---------------|-------------------|------------------|
| 11. altimeter | 12. skeptical | 13. reimbursement | 14. intermittent |
| 15. simulated | | | |

REVIEW TEST B

USING THE DICTIONARY

I. What to do: Write the alphabet.

1. _____

II. What to do: Put the following words in alphabetical order.

WORDS: proud, play, public, preach, plastic

2. _____

3. _____

4. _____

5. _____

6. _____

III. What to do: You are given two guide words as they might appear on a page in your dictionary. Decide whether the words that follow would be on the same page with the guide words. Write YES if the word would be on the same page. Write NO if the word would not.

GUIDE WORDS: ginger - give

7. glad _____

8. giraffe _____

9. govern _____

10. girl _____

11. girder _____

12. girth _____

13. gist _____

14. gimmick _____

15. glamor _____

16. gilded _____

17. gingham _____

18. gizzard _____

19. germicide _____

20. glucose _____

IV. What to do: Look up each of the following words in your dictionary and find out how to pronounce them. When you are ready, say each one for your teacher.

21. devastate 22. obsolete 23. 10 bilingual 24. anachronism 25. deprecate

STUDENT EVALUATION

Word Recognition	yes	unknown	no	comments
A. Picture				
1. The student can identify words through the use of pictures				
2. Identifies objects in pictures				
3. Uses experience clues to identify words				
B. Configuration				
1. Compares identical words				
2. The student analyzes words by shape and sequence of letters.				
3. Identifies and matches words				
C. Context				
1. The student uses context clues to infer meaning of unknown words				
2. Understands that pronunciation and meaning depend upon other words in the sentence or paragraph				
D. Dictionary				
1. Knowledge of alphabetical order				
2. Understand that a word can have many different meanings				
3. Understand stressed and unstressed syllables				
4. Develop the ability to place accent on stressed syllables				
5. Uses the pronunciation key to interpret dictionary symbols and unlock unfamiliar words				
6. Expands vocabulary through mastery of inflected and derived forms of known root words				
7. Determines the preferred pronunciation when several are given				

	yes	unknown	no	comments
8. Selects word meanings which fit the context				
9. Uses guide words to tell at a glance if the page contains the word being sought				
10. Uses intelligently special sections of the dictionary				

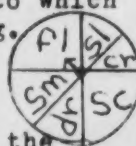
42₃₀

T - Teacher's Edition
 PW - Phonics Workbook
 W - Workbook
 D - Duplicating masters
 TRT - Transitional - Reading Teacher's
 TRW - Transitional - Reading Edition Workbook
 PRT - Personalized - Reading Teacher's Edition

WORD ANALYSIS

Grade 1 Phonetic Analysis

Objective	Activity	Reference
I. Identify single consonants	The teacher holds up one alphabet card. "If the word I say starts with this sound, clap your hands. If it does not, keep your hands quiet."	<u>Levels 4, 5, 6</u> T - 50
A. In initial position Introduce and maintain all consonants		
B. In final position Maintain t, n, g [g], p, m, d, s(s), l, r, k, ss, ll, b, s(z), x, ff		<u>Level 7</u> T - 90 <u>Level 8</u> T - 70
II. Identify consonant blends	<u>Revolve</u> A circle is made of colored paper or tagboard. It is divided with lines into sixths or eighths - a pinwheel effect. On each section is printed a blend. A tack is placed in the middle. The circle is mounted on the bulletin board. The card is whirled around and when it stops the pupil says a word beginning with the blend to which the arrow is pointing.	<u>Level 8</u> T - 60, 85 T - 252
III. Identify consonant digraphs	Draw a large tree on the board with many apples on each tree. On each apple, write a digraph. A child is asked to come and identify orally each digraph as the teacher points to the apple.	T - 233, 362
A. In initial position sh, th (voiced), th (unvoiced), wh, ch, wr, kn		
B. In final position ck, sh		<u>Level 8</u> T - 137 T - 233
Vowels		
IV. Using the short sound of vowels	The children sing the names of the five vowels in order	<u>Level 7</u> T - 50, 228



Objective	Activity	Reference
A. Introduce and maintain a, e, i, o, u	Use the tune "Old McDonald Had a Farm" and when they reach the "animal sounds", they use, instead, the short sound of each vowel. Old Mc Donald had a farm, A - E - I - O - U And on his farm he had some letters, A - E - I - O - U With an <u>a</u> , <u>a</u> , here and an <u>a</u> , <u>a</u> there, etc.	<u>Level 8</u> T - 53, 68
Principle: A single vowel in medial position in a word or syllable is usually short.		
V. Using the long sounds of vowels	Print the following words on 1" strips of construction paper. (pine, cone, write, kite, site, rate, ripe, etc.)	<u>Level 7</u> T - 59, 66
A. Introduce and maintain a, e, i, o, u		
1. In words with a final <u>e</u> (nose-made)	Fold the construction paper before the final "e". Have the student fold back the paper and say the word. Now open the paper and say the word. Can you see the change in the sound of the first vowel?	<u>Level 8</u> T - 53, 68, 78
Principle: A single <u>e</u> at the end of a word usually makes the preceding vowel long.	pin e	
2. In words of two letters ending with a vowel (be, he, go)	Write the five vowels on five 2" square pieces of paper. Place the papers face down on a table. The teacher calls out an initial consonant. The pupil turns over a vowel paper and puts the two sounds together to see if he has made a word.	
Principle: A single vowel at the end of a two letter word is usually long.		
3. Using words containing digraphs		<u>Level 8</u> T - 307, 315, 321
Introduce e e (ē) as in sleep		
Principle: When there are two vowels together the first one is usually long and the second is silent.		

Structural Analysis

Objective	Activity	Reference
I. Inflectional Endings		
A. Recognize varied inflectional endings in verb forms s, ing, ed (live, lives - walk, walked, walking)	Children are given cards with words printed in green. Others in the class are to have cards with inflectional endings printed on them. This latter group of cards is printed in red. The children are to find another individual with a different color card and join together to make a new form of the word.	s Levels 4, 5, 6 T - 218, 288 Level 7 - T - 43-44 Level 8 - T - 69, 172
	help ed ing s	ing Level 7 - T - 244-245 Level 8 - T - 86-87, 144, 240, 258, 371, 379
		ed Level 8 T - 52, 57, 61, 73 Level 8 T - 69, 172
B. Recognize varied inflectional endings in noun forms s, (boy - boys)	Give worksheet where the child has to ring the words that mean more than one. hats - cat - dolls - boys - girl boy - mat - mats - bird - birds	
C. Recognize varied inflectional endings in adjective form er, est long, longer, longest	Word forms are printed on individual cards. The words are printed in green. The inflectional endings, (er, est) are printed in red on another set of cards. They select any of the cards in the second set to make a new form of the word.	Level 8 T - 107, 269, 340
	long er fast est	
II. Recognize Contractions		
A. Introduce and maintain (can't, didn't, that's, won't, don't, let's, couldn't) Teach meaning of apostrophe (I'll, it's, he's, that's)	Give worksheet where child must match the contraction to the words from which it was made. can't do not don't I will I'll could not couldn't cannot won't will not	Level 8 T - 47, 56, 73, 109, 162

Objective	Activity	Reference
III. Identify and recognize compound words	Worksheet: Write the compound word. cat + bird = _____ play + house = _____ basket + ball = _____ mail + man = _____ fire + truck = _____ milk + man = _____	Level 8 T - 46, 249, 309, 324, 342, 349

Grade 2
Phonetic Analysis

Objective	Activity	Reference
A. Word Analysis Skills - Consonants		
1. Review initial consonants	Prepare a list of words, one beginning with each letter of the alphabet.	1. Level 9 T - 69, 86
2. Review consonant digraphs	Introduction: I have a secret: I will pronounce a word and then call on one of you. You can guess my secret if you can tell the first letter of the word I pronounce.	2. Level 9 T - 66
3. Introduce (zz) as a final consonant, review other final consonants		3. Level 9 T - 296
4. Introduce initial consonant blends, (sw, cl, pl, gl, br, fr, sn, str, thr)	Variations: The teacher could show pictures rather than pronounce words. Or, the list could contain words beginning with blend sounds, and the children would name the combination of letters making each initial blend sound.	4. Level 9 T - 86, 105
5. Introduce consonant blends in the final position (nt, mp, nd, ld)		5. Level 9 T - 75, 188, 221
6. Introduce final consonant digraphs and trigraph (th, ch, tch)		6. Level 9 T - 195
B. Vowels		
1. Review vowel digraphs and diphthongs and introduce ai (ā), ea (ē), oa (ō), oo (ü), oo (ù), ew (ū), ow (ō), ay (ā), oy, oi, ou (ou), ow (ou), ew (ü)	Teacher says: I am thinking of a word with two vowels in it." The children write down all the two-vowel words they can in a given section of the text. Children have a chance to ask "Is it ____?" (One of their words). If correct, the child scores three points for the right answer and one point for all other two-vowel words he found. The other children score one point for each of their two-vowel words. The winner is the child with the most points.	1. Level 9 T - 118, 139, 194, 24
2. Introduce (y) as a vowel - y (ī), y (ē)	Prepare worksheet. Students are asked to tell if the (y) has the long ī sound or the long ē sound. daddy _____ fly _____ sky _____ cry _____ lady _____ why _____ happy _____ sly _____ spooky _____	Level 9 T - 132, 176

Objective	Activity	Reference
Principle: If <u>y</u> follows a consonant, it has either a long <u>i</u> or long <u>e</u> sound and is called a vowel.		
Structural analysis		
Review inflectional endings <u>s</u> , <u>ing</u> , <u>er</u> , <u>ed</u> , <u>er</u> , and <u>est</u>		
Identifies inflectional endings <u>n</u> and <u>en</u>	Have the children underline the word in each sentence that contains <u>en</u> or <u>n</u> added to the base word. 1. I have given her my book. 2. My bicycle is broken. 3. We have eaten dinner. 4. We have taken his picture. 5. He is known to all of us.	H & R, Level 9, T338
Applies rules involving inflectional endings		
1) drop final <u>e</u> before adding <u>ing</u> or <u>ed</u>	Have children write the correct form of the word to fill in the blank. 1. Mrs. Brown is _____ to work. <u>ride</u> 2. After Pedro saw the calf, he _____ it. <u>chase</u> 3. He _____ the paper in the hole. <u>poke</u>	H & R, Level 9, T66
2) Double final consonant of one - syllable word having a short vowel sound before adding <u>ed</u> or <u>ing</u>	Have the children write the correct form of the word to fill in the blank. 1. Adam _____ the lamb. <u>pat</u> 2. Mark is _____ to catch the ball. <u>run</u> 3. Mother is _____ you. <u>call</u> 4. Mary is _____ her mother. <u>help</u>	H & R, Level 9, T66

Objective	Activity	Reference
3) Change <u>y</u> to <u>i</u> before adding <u>es</u> , <u>ed</u> ,	Have the children write the correct form of the word to fill in the blank. 1. Patty was <u>so</u> sad, she _____. 2. The sun _____ out the grass. _____ dry 3. The little cat _____. 4. Look at those _____.	H & R, Level 9, T66, T118
4) Add <u>es</u> to words ending in <u>ch</u> or <u>ss</u>	Have the children add <u>es</u> to the following words and then complete a generalization after it. fish branch cross fox wish match hiss ox Usually add <u>es</u> to words ending in _____.	H & R, Level 8, T264
Listens for and notes written syllables	Have the children tap out each word and fill in blank with the number of syllables in the word. beside _____ forget _____ wanting _____ playing _____ shouted _____ enter _____	H & R, Level 9, T88
Recognizes the accented syllable in words	Have the children tap out each word and tell which syllable is accented - the first (1), second (2), or the third (3). de tec tive <u>2</u> some thing _____ be long _____ com pass _____ sis ter _____ morn ing _____	H & R, Level 9, T97, T105

Grade 3
Phonetic Analysis

Objective	Activity	Reference
Review previous skills 1) Initial consonants 2) Initial consonant digraphs 3) Final consonants 4) Final consonant blends 5) Final consonant digraphs 6) Vowels - long and short 7) Consonants in medial position		
Identifies hard and soft <u>g</u>	List the following words on a ditto. Hand sheets to each child. Have each child write <u>g</u> after each word in which the <u>g</u> sounds like <u>g</u> . Write <u>j</u> after each word in which the <u>g</u> sounds like <u>j</u> . <u>bag</u> <u>game</u> <u>page</u> <u>engine</u> <u>began</u> <u>gypsy</u> <u>goose</u> <u>hug</u>	H & R, Level 13, pg. 130
Identifies hard and soft <u>c</u>	Have the children listen to the following story. On the board list all the words that start with the <u>s</u> sound. "Sally and Cindy set sail for the city. They had sixty cents to buy some celery and cider." <u>s</u> Sally set sail some sixty <u>c</u> Cindy city cents celery cider	H & R, Level 11, Pg. T80
Identifies initial consonant blends tw, spl, sch, shr	Have the children finish the following worksheet by completing the words with one of the blends - tw, spl, sch, shr.	H & R, Level 11, T166, T189, T267, T358

Objective	Activity	Reference
	_____ in _____ it _____ ool _____ imp _____ eme _____ unk _____ ist _____ inter	
Identifies the qu sound / symbol	Tell the children that queen and question begin with the same sounds. Print the words on the board. Two letters represent the beginning sounds - <u>qu</u>. In words that begin with <u>q</u>, the letter <u>u</u> always follows. <u>it</u> and joins with the <u>q</u> to spell the sounds you hear at the beginning of queen. Now have the children try to pronounce the following words. quack, quit, quiz, quote, quite, quake, quick, quilt	
Identifies the schwa	Use the children's glossary to point out words such as American (ə mer' ə kən). Have the children point to the ə sound symbol.	H & R, Level 11, T48
Review vowel digraphs and diphthongs already taught		
Identifies vowel digraphs and diphthongs ie (ī), ey (ē), aw (ō), ie (ē), ea (ē)	Introduce each sound then have children write the words with the same vowel sound under the correct column. tie threat thief brief hawk key valley head claw die <u>Pie</u> <u>turkey</u> <u>saw</u> <u>field</u> _____ _____ <u>bread</u> _____ _____	

Structural Analysis

Objective	Activity	Reference
Review inflectional endings		
Review rules		
1) Drop final <u>e</u> , then add <u>ing</u> or <u>ed</u>		
2) Double final consonant, then add <u>ing</u> or <u>ed</u>		
3) Change <u>y</u> to <u>i</u> , then add <u>es</u>		
4) Add <u>es</u> after words ending in <u>cl</u> , <u>ss</u>		
Review listening for and noting written syllables	Have children pronounce the following words. Let them clap out the syllables as they say them.	H & R, Level 11, T55
	_____ exciting _____ village _____ gain _____ forgotten _____ brightness _____ geology _____ platform _____ remember _____ enjoyable	
Identifies the accented syllable	When you introduce the new words in the lesson, have the children look the words up in the glossary and tell where the accented syllable is. Let the children clap out the syllables of the new words. Have them identify the accented syllable.	H & R, Level 11, T87
Counts number of sounded vowels in a word to determine number of syllable	Have the children cross out silent vowels in the following words. Then have them write how many vowels they hear. Then write how many syllables are in the words and write a generalization.	H & R, Level 11, T62

Objective	Activity	Reference																				
	<table><tr><th>Word</th><th>Sounded Vowels</th><th>Number of syllables</th></tr><tr><td>eat</td><td>1</td><td>1</td></tr><tr><td>same</td><td>1</td><td>1</td></tr><tr><td>telephone</td><td>3</td><td>3</td></tr><tr><td>ambulance</td><td>3</td><td>3</td></tr></table>	Word	Sounded Vowels	Number of syllables	eat	1	1	same	1	1	telephone	3	3	ambulance	3	3						
Word	Sounded Vowels	Number of syllables																				
eat	1	1																				
same	1	1																				
telephone	3	3																				
ambulance	3	3																				
Understands syllabication generalizations																						
1) Words usually separate into syllables between double consonants (vc/cv)	Help the children divide these words in syllables. Have them write a generalization when they finish. <table><tr><td>rabbit</td><td>_____</td><td>happen</td><td>_____</td></tr><tr><td>button</td><td>_____</td><td>letter</td><td>_____</td></tr><tr><td>hammer</td><td>_____</td><td>happy</td><td>_____</td></tr><tr><td>football</td><td>_____</td><td>raincoat</td><td>_____</td></tr><tr><td>midnight</td><td>_____</td><td></td><td></td></tr></table>	rabbit	_____	happen	_____	button	_____	letter	_____	hammer	_____	happy	_____	football	_____	raincoat	_____	midnight	_____			H & R, Level 11, T107
rabbit	_____	happen	_____																			
button	_____	letter	_____																			
hammer	_____	happy	_____																			
football	_____	raincoat	_____																			
midnight	_____																					
2) A single consonant between two vowels usually goes with the second vowel (cv/cvc)																						
3) "le" endings on words usually take the preceding consonant to form the final syllable	Help the children divide these words into syllables. Have them write a generalization when they finish. <table><tr><td>puddle</td><td>_____</td><td>puzzle</td><td>_____</td></tr><tr><td>apple</td><td>_____</td><td>table</td><td>_____</td></tr><tr><td>giggle</td><td>_____</td><td>riddle</td><td>_____</td></tr><tr><td>people</td><td>_____</td><td>tumble</td><td>_____</td></tr><tr><td>waddle</td><td>_____</td><td></td><td></td></tr></table>	puddle	_____	puzzle	_____	apple	_____	table	_____	giggle	_____	riddle	_____	people	_____	tumble	_____	waddle	_____			H & R, Level 11, T239, T279
puddle	_____	puzzle	_____																			
apple	_____	table	_____																			
giggle	_____	riddle	_____																			
people	_____	tumble	_____																			
waddle	_____																					
4) Blends, digraphs, prefixes, and suffixes are usually not broken	Help the children divide the following words in syllables. Then have them write a generalization. <table><tr><td>hand</td><td>fair</td><td>wise</td></tr><tr><td>handy</td><td>fairly</td><td>wisely</td></tr><tr><td>unhandy</td><td>unfairly</td><td>unwisely</td></tr></table>	hand	fair	wise	handy	fairly	wisely	unhandy	unfairly	unwisely	H & R, Level 11, T190											
hand	fair	wise																				
handy	fairly	wisely																				
unhandy	unfairly	unwisely																				

Grade 4
Phonetic Analysis

Objective	Activity	Reference
Review previous skills 1) Initial consonants 2) Initial consonant digraphs 3) Final consonants 4) Final consonant blends 5) Final consonant digraphs 6) Vowels - long and short 7) Consonants in medial position 8) Hard and soft <u>c</u> and <u>g</u> 9) Qu sound / symbol 10) Schwa 11) Vowel digraphs and diphthongs		
Identifies vowel - switching verbs	Discuss with children that many verbs have past tense that show a switch in verbs. Write examples on the board. Let them finish the list. see - <u>saw</u> speak _____ come- <u>came</u> tell _____ eat - <u>ate</u> stand _____ find _____ hold _____ lead _____ creep _____	H & R, Level 13, T160
Structural Analysis		
Review previous skills 1) Inflectional endings 2) Rules for adding inflectional endings 3) Listening for and noting written syllables 4) Accented syllables		
Understands syllabication generalizations	Have the children divide the following words into syllables. Then have them write the generalizations for these words. Have them skim the books and add more words to the list that would apply to the generalization. carry lumber tugboat signal thunder suppose assign railroad conductor	H & R, Level 13, T329

Objective	Activity	Reference
2) A single consonant between two vowels usually goes with the second vowel (cv/cvc)	Have the children divide the following words into syllables and then write a generalization. Moses paper Tigers silent	H & R, Level 13, T101
3) "le" endings on words usually take the preceding consonant to form the final syllable	Have the children divide these words by drawing a line / to show where the division occurs. scram/ble tangle wiggle temple ramble fiddle stumble tremble struggle trample kindle muzzle	H & R, Level 13, T46-T47
4) Blends, digraphs, prefixes, and suffixes are not usually broken	Have the children divide the following words into syllables and then write a generalization. disobey uncommon dislike reopen unhappy rewrite rebuild unable chuckle prickle crackle buckle	H & R, Level 13, T100-T101 H & R, Level 13, T47

Grade 5
Phonetic Analysis

Objective	Activity	Reference
Review Previous Skills		
1) Initial consonants		
2) Initial consonant blends		
3) Initial consonant digraphs		
4) Final consonants		
5) Final consonant blends and digraphs		
6) Identify the hard and soft (g)	Given the headings <u>Hard Sound</u> and <u>Soft Sound</u> , from the ten words below the pupils will write each word under the appropriate heading for the sound of <u>c</u> or <u>g</u> .	H & R, Level 15, T239, 248, 334
7) Identify the hard and soft (c)		H & R, Level 15
	can giant gentle came cent game gift cube gave cake	
Review and extend special sounds		
Vowel digraphs and diphthongs	Ask pupils to pronounce the words in each column and listen for the sound that the letters <u>ow</u> stand for. Observe that [ō] is heard in each word in the first column and [ou] in the second column.	
	glow flower showed powerful flow coward bowl rowdy	
Review and extend Sounds represented by schwa		
	Have pupils pronounce the following words - (ə symbol, indicates indefinite vowel sound).	H & R, Level 15, T86, T235, T269
	doctor murmur mutter	
	Note that the vowel letter in the unaccented syllable represents the schwa sound. Look the words up in the glossary.	

Objective	Activity	Reference
Review and extend generalization rules for identifying Consonant substitution	Trade Trade the letter in the following words to make new words. Use g, n, d. bet be__ bat ba__ cat ca__ peg pe__ tap ta__ far fa__	
Structural Analysis		
Review and Extend		
Inflectional endings s, es, ies, ed, ing and other endings Drop final e	Make each word mean more than one by adding <u>s</u> to the noun word. apple stove mitten bear stick paper beaver orange book	Level 9 - Harper - Row T - 207, 364 PW - 23, 37 W - 36, 53, 117, 125
Adjective form er, est, ier	Given 16 words with inflectional endings draw a line through the word that does not belong.	Word Analysis Activity Card Teacher's manual T - 231, 239-240 Level 13, T - 144, 151, 243 247
Singular and plural nouns	Fill in the blank with the correct singular or plural noun.	
Identifying possessives Identify contractions	Pupils will identify whether the underlined words are contractions or possessives. 1. <u>It's</u> easy to understand why the <u>dog's</u> barking frightens the baby. 2. <u>You'll</u> have to share John's science book. 3. Sheila plays with the <u>baby's</u> toys, but <u>can't</u> share her colors.	
Classify regular and irregular verbs		

Objective	Activity	Reference
Using Syllable Rules for		
1) Compound and double consonants	Pupils will divide each compound between its two base words. pepper/mint winter/green	H & R, T142, T157, T345
2) Determining the number of syllables	Let them make the remaining division in these words. Have pupils fold a sheet of paper into thirds write on each fold column I, II, and III. Place words under the correct number according to syllables.	
3) Using accent and syllabic <u>l</u> and syllable stress	Circle the syllables the syllabic <u>l</u> represents in each word. kāt'1 cat (t <u>l</u> e) bāt'1 battle nē'dl need le pēr'pel purple	H & R, T227, T239, 242, T364-365
4) Opened and closed syllables		Word Analysis Intermediate Card

Grade 6
Phonetic Analysis

Objective	Activity	Reference
Review Previous Skills		
1) Initial and final consonants	Activity Card - Baseball Game	Word Analysis - Intermediate Reading Rx; Zinner, Elayne Goodman
2) Initial and final consonant blends		
3) Initial and final consonant digraphs		
4) Hard and soft c and g sounds		
5) Identify consonants that may be silent in words - (wr, kn, gn, gh, mb)	Have each pair of words pronounced. Then let pupils identify and cross out the silent consonant or consonants in each word. wrong know lamb gnaw write knife numb gnat high light Encourage pupils to list other words that contain silent letters.	Harper & Row, Level 17, pg. T135, T320
Review the rule for identifying variations in vowel sounds and exceptions to the rule.	Write these words on the chalkboard. Have pupils pronounce the words and identify the variation. Rule: The first vowel is usually long, the second silent. Maine away sheath seed quaint stay heat agreed load boat receive neither	
Review and extend the sounds of (oi, oy, ou, ew, ow)	Have the children recall the sounds of the various diphthongs by pronouncing the word and circle the diphthongs in each word. oi oy ou ow coiled joy roused allowed Let children look through stories in the Reader to find examples of each of the above headings.	H & R, Level 17, T

Objective	Activity	Reference
Review principles governing		
1) Short vowels	Have a discussion of the sounds and rules. Have pupils pronounce cat, plank, and massive and ask how they know the (a) is short in these words. When a word or syllable contains a single vowel and ends in a consonant, the vowel is usually short.	
2) Long vowels o, a, e	Duplicate this copy and give one to each child to identify vowel sounds through auditory and visual recognition, as they say the words softly. Write <u>S</u> on the line for short or <u>L</u> for long vowel sound. ___ host ___ volume ___ love ___ company ___ chorus ___ cape ___ fate ___ tame ___ brace ___ begin ___ paper ___ review	
3) Long vowels in silent final 'e'	Let pupils write words to apply to long medial vowel ending in silent e. thēme bāle plāte mīke	
4) Recognizing variable vowel sounds influenced by 'R' or 'L' (neither short nor long)	Here is a list of words that contains words followed by <u>r</u> . Write them on the chalkboard. Write key word headings. Pupils write the words under the correct headings. <u>far</u> <u>care</u> <u>makér</u> <u>or</u> <u>term</u> varnish bear lord wear torment jar marsh fare tinware batter sailor learn barn orbit cellar lobster germ start torch mermaid sister fern world morning stare	

Objective	Activity	Reference
5) 'Y' and 'W' as a vowel	Have pupils give examples of each. Y usually represents the sound oē at the end: sticky, rocky	
Review and apply generalization rules of		
1) Opened and closed syllables		
2) Final _le principle to form the final syllable cvc/ccv	Pupils will pronounce and divide these words into syllables. (The division usually comes before the consonant preceding the (_le) and are accented on the first syllable. muz'zle ri'fle sta'ble	
3) Identify the syllabic l, n	Words with final <u>l</u> or <u>n</u> sounds circle table ridden vixen Have pupils use the dictionary to find more words and list them.	
Structural Analysis		
Review and identify varied inflectional endings: s, es, ies, ves		
1) Review ed, ing	Have children identify each root word and add <u>ed</u> or <u>ing</u> without any change in root word. jeer jeered jeering stray strayed straying	
2) Drop the final 'e', 'y', Add 'ed' or 'ing', 'ied'	dodge dodging dodged marry married marrying	
3) Apply rule for using adjective endings - er and - est	Give practice in writing and pronouncing words ending with <u>er</u> , <u>est</u> . boiler fastest farmer loudest colder shortest	Harper & Row, Level 15, T Harper & Row, Level 11 T231, 239

Objective	Activity	Reference
Recognize comparative endings	small smaller smallest 	Level 17, T144 Activity Card - Intermediate Inflectional Endings
Recognize compound words made of two familiar words	On the line following each word write the two words which make up the compound. storekeeper _____ hallway _____ greenhouse _____ cameramen _____ household _____ without _____ footprints _____ indoors _____	
Identifying and recognizing 'nt, 's, 've	Write the contraction for these words. was + not _____ we + are _____ he + is _____ I + am _____ did + not _____ He + have _____	
1) Contractions to omit a letter or letters by using an apostrophe 2) Possession - use the apostrophe to show ownership of a person or a thing	Have pupils circle the correct word in the sentence. 1. The (dogs, dog's) collar is broken. 2. My (friends, friend's) car is pretty. 3. The (horse's, horses) saddle is brown. 4. The (chairs, chair's) leg is split.	Harper & Row Seven Seas Workbook pg.
Reviewing generalization rules of syllabication 1) Two consonants between two vowels cvc/cvc 2) One consonant between two vowels cv/cvc 3) Inflectional endings ex, un, ly, er, ing or un, like	The prefix or suffix usually forms a separate syllable.	Word Analysis - Intermed Card prefix - suffix

Objective	Activity	Reference												
4) A word ends in _le usually beginning the last syllable	Write the words on the chalkboard. Pupils will divide the words into syllables and write on the line the number for each rule that is used in dividing and pronouncing it. Divide words into syllables. <table><tr><td>canvas _____</td><td>unlike _____</td></tr><tr><td>waver _____</td><td>waiting _____</td></tr><tr><td>recently _____</td><td>fairly _____</td></tr><tr><td>simple _____</td><td>babyhood _____</td></tr><tr><td>lobster _____</td><td>keener _____</td></tr><tr><td>native _____</td><td>ankle _____</td></tr></table>	canvas _____	unlike _____	waver _____	waiting _____	recently _____	fairly _____	simple _____	babyhood _____	lobster _____	keener _____	native _____	ankle _____	
canvas _____	unlike _____													
waver _____	waiting _____													
recently _____	fairly _____													
simple _____	babyhood _____													
lobster _____	keener _____													
native _____	ankle _____													
5) Consonant digraphs and blends considered single consonant words are divided into syllables	reck/on lob/ster													
6) Compound and multi-syllable accent stress is greater on the first syllable	con'stant ly													

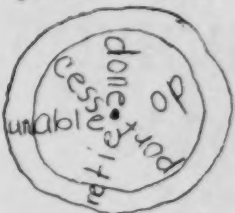
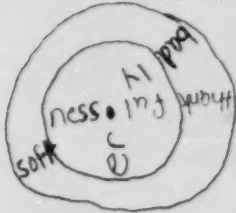
Objective	Activity	Reference
Grade 7		
Review all previous skills introduced in phonetic and structural analysis.		
Grade 8		
Review all previous skills introduced in phonetic and structural analysis.		
Grade 9		
A review of the skills previously introduced in word analysis (phonetic and structural)		

STUDENT EVALUATION

Word Analysis	yes	unknown	no	comments
Phonetic				
A. Consonants				
1. The student can identify				
a. Initial consonants				
b. Final consonants				
c. Initial consonant blends				
d. Final consonant blends				
e. Initial consonant digraphs				
f. Final consonant digraphs				
B. Vowels				
1. The student can identify				
a. Short vowels				
b. Long vowels				
c. Vowel digraphs				
d. Vowel diphthongs				
e. Schwa				
Structural				
A. Inflectional endings				
The student can identify inflectional endings.				
B. Contractions				
The student can identify contractions.				
C. Possessives				
The student can identify possessives.				
D. Compound words				
The student can identify compound words.				
E. Syllables				
The student understands syllabication generalizations.				
1. cvc/cvc				
2. cv/c/vc				
3. _le endings				

WORD MEANING

Grade 2

Objective	Activity	Reference
Demonstrates ability to understand prefix <u>un</u>	Make prefix wheel 	Level 9 T - 184, 213, 214, 344 PW - 77 W - 44
Demonstrates ability to understand prefix <u>re</u>	1. 10" and 5" circle cut from poster board 2. Brad (Buttoneer)	T - 302-303
Demonstrates ability to understand the meanings and grammatical function of the suffix <u>ness</u>	Make suffix wheel 	T - 271, 389
Demonstrates ability to understand the meanings and grammatical function of the suffix <u>ful</u>		T - 344, 389
Demonstrates ability to understand the meanings and grammatical function of the suffix <u>er</u>		T - 105, 333 TRT - 127, 189
Demonstrates ability to understand the meanings and grammatical function of the suffix <u>ly</u> , and <u>y</u>		T - 282 TRT - 148, 186 Y - (T - 140, 159, 313, 387) W - 36,
Demonstrates ability to relate different meanings to words that are pronounced the same but spelled differently.	Pick A Pear Pears have homonyms printed on them. Ex: pair pear to two too	T - 106 PW - 75 TRT - 116, 179 TRW - 37

Objective	Activity	Reference
Demonstrates ability to use words that have same meaning <u>synonyms</u>	Draw a line between words that have the same meaning fast last go start bottom quick	
Demonstrates ability to use analogies	Draw a line between the two that are related. corn   cow milk  	
Demonstrates ability to select homograph which correctly completes the sentence	Worksheet: Direct the student to write the correct homographs in each blank. read live wind 1. Can you _____ the book? 2. Do you _____ in town?	
Demonstrates ability to use synonym	Worksheet: Match the words that have the same meaning. big begin start large seat chair	
Demonstrates ability to use antonyms	Match the words that do not have the same meaning. stop out up down in go	

Grade 3

Objective	Activity	Reference
There will be a review of the skills previously introduced in word meaning, Grade 2.		
Demonstrates the ability to use analogies. Ex: Weather is to climate as book is to volume.		
Demonstrates the ability to associate the correct meaning of a word with multiple meanings	Underline the word or group of words that tells the meaning of the word as it is used in the sentence. The <u>train</u> runs fast. to teach something on a track	
Demonstrates the ability to associate the correct meanings of a given pair of homonyms	Draw a line between the words with similar meanings. beat ——— vegetable beet ——— strike	

Grade 4

Objective	Activity	Reference
There will be a review of all previously introduced skills in word meaning, Grade 2 and 3. Demonstrates the ability to place the correct word of an easily confused pair in a sentence. Demonstrates the ability to use the prefixes in, im, il, and ir	Fill in the blanks. illegible eligible His writing is _____. She was not _____ for the contest.	

Grade 5

Objective	Activity	Reference
There will be a review of the skills previously introduced in word meaning, Grade 2, 3, and 4.		
Demonstrates the ability to use acronyms. Ex: COP <u>C</u> onstable <u>O</u> n <u>P</u> atrol	Match the acronym with the correct phrases. WATS Wide Area Telephone Service	
Demonstrates the ability to match the Latin & Greek derived prefixes with their meaning as follows:	Match the prefixes and definitions.	
Latin di bi porta penta quad Greek aqua hydra auta tele therma	1. <u> a </u> penta 2. <u> </u> di 3. <u> </u> porto 4. <u> </u> thermo <u> </u> a. five <u> </u> b. two <u> </u> c. portable <u> </u> d. heat	

Grade 6

Objective	Activity	Reference
There will be a review of all previously introduced skills in word meaning, Grades 2 - 5		
Demonstrates the ability to match meanings with archaic words	Match the words and meanings. 1. yea you 2. ye yes	
Demonstrates the ability to match words with their histories	Match the following: alphabet a) two letters of the Greek alphabet	

Grade 7

Objective	Activity	Reference
There will be a review of all previously introduced skills in word meaning, Grades 2 - 6.		
Demonstrates the ability to use subject area vocabulary introduced in Grade 7		

Grade 8

There will be a review of all skills previously introduced in Grade 2 - 6.

Demonstrates the ability to use subject area vocabulary introduced in Grade 8.

STUDENT EVALUATION

Word Meaning	yes	unknown	no	comments
Grade 2				
A. Demonstrates understanding of prefixes				
1. un				
2. re				
B. Demonstrates understanding of suffixes				
1. ness				
2. ful				
3. er				
4. ly				
5. y				
C. Demonstrates ability to use homonyms				
D. Demonstrates ability to differentiate homographs				
E. Demonstrates ability to use synonyms				
F. Demonstrates ability to use analogies				
G. Demonstrates ability to use antonyms				
Grade 3				
A. Demonstrates ability to use skills taught in Grade 2				
B. Demonstrates the ability to use analogies				
C. Demonstrates ability to associate the correct meaning of a word with multiple meanings				
D. Demonstrates ability to associate the correct meaning of a word with multiple meaning				
E. Demonstrates the ability to associate the correct meanings of a given pair of homonyms				

Grade 4	yes	unknown	no	comments
A. Demonstrates ability to use skills previously taught in Grades 2 and 3				
B. Demonstrates the ability to place the correct word of an easily confused pair in a sentence				
C. Demonstrates ability to use the prefix in, im, il, and ir				
Grade 5				
A. Demonstrates ability to use skills previously taught in Grades 2, 3, and 4				
B. Demonstrates ability to use acronyms				
C. Demonstrates the ability to match the Latin and Greek derived prefixes with their meanings				
Grade 6				
A. Demonstrates ability to use skills previously taught in Grades 2, 3, 4, and 5				
B. Demonstrates the ability to match meanings with <u>archaic</u> words				
C. Demonstrates the ability to match words with their histories				
Grade 7				
A. Demonstrates ability to use skills taught in previous grades.				
B. Demonstrates the ability to use subject area vocabulary introduced in Grade 7				

- A. Demonstrates ability to use skills taught in previous grades
- B. Demonstrates the ability to use subject area vocabulary introduced in Grade 8

yes	unknown	no	comments
75			
62			

CONTENT

Social Studies Grade 1

Objective	Activity	Reference
A. Develop the ability to recognize special vocabulary in Social Studies	Have words hanging from the ceiling. If studying transportation, have words put on car, helicopter, etc. Children see the words and say the words that they see "flying" in their room.	<u>People At Home</u> Laidlaw Brothers 1974 T. M. - pg. 96
B. Develop the ability to understand special symbols in Social Studies 1. Interprets simple charts with picture clues	Have simple chart about the family. Have picture of each family member and the word of the member beside it. Example: father - picture of man to represent father	
C. Develop the ability to read printed aids 1. calendar 2. simple street map	Give worksheets with calendar drawn. Have children fill in the days of the month.	

Grade 2

Review of skills previously introduced in the content area (Social Studies) and the following skills:

A. Develop the ability to recognize special vocabulary in Social Studies Refer to page 142.	Word game: Have a barn. (out of poster paper) (studying the farm) The children come to the farmers barn and draw a word out of the barn doors. If child says the correct word, children clap. Then class repeats the word.	<u>Families and Social Needs</u> Laidlaw Brothers 1974
B. Develop the ability to understand special symbols in Social Studies North (N) South (S) East (E) West (W)		

Objective	Activity	Reference
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C. Develop the ability to read with understanding in Social Studies

Experience Reading Chart Rack
Prepare a chart rack.



Put two clothespins on a wire coathanger. Wrap each end of the clothespins with adhesive tape so they grip the charts more tightly. Hang one chart on each hanger. Children can go to the rack during their free time and read the charts easily. Both sides of each chart can be used, for it can be viewed by either side. The chart can be removed and hung anywhere in the room. Example:



D. Develop the ability to read printed aids in Social Studies
1. Map of United States (not separate states)

Grade 3

Review of skills previously introduced in the content area (Social Studies) and the following skills:

A. Develop the ability to recognize special vocabulary in Social Studies Refer to page 213 and 214.

Have an apron on with many pockets. In pockets have slips of paper with vocabulary words written on them. On the chalk rail have vocabulary words written on individual word cards.

Communities and Social Needs
Laidlaw Brothers 1974

Objective	Activity	Reference
	The child comes and draws a word out of the teacher's pocket. He tells the children the word, then asks another child to find the word on the chalk rail.	
B. Develop the ability to understand special symbols in Social Studies. Pg. 86 symbols on a map		
C. Develop the ability to read with understanding in Social Science	Have bulletin board with a large map out of poster paper. Have two pockets made out of envelopes at the bottom of the map. One envelope will contain small houses out of construction paper. The other envelope will contain triangles made out of construction paper. The child puts triangles where state borders are located and houses where cities are located.	
D. Develop the ability to read printed aids 1. Can locate cities on a map 2. Can locate state borders		
Grade 4		
Review of skills previously introduced in the content area (Social Studies) and the following skills:		
A. Develop the ability to recognize special vocabulary in Social Studies Refer to 283, 284, and 285.		<u>Regions and Social Needs</u> Laidlaw Brothers 1974
B. Develop the ability to recognize special symbols in Social Studies Lines (latitude and longitude)	<u>To The Rescue</u> A map which has both latitude and longitude lines Airplanes cut from construction paper	

Objective	Activity	Reference
	Directions: On each airplane print the latitude and longitude where the plane has been reported down because of engine trouble. The problem is to locate each plane's position so that the crew can be rescued. Let students take turns moving each plane to its correct position on the map.	
C. Develop the ability to read with understanding in Social Studies	<u>Historical Letters</u> Combining the writing of letters with the study of history. Have each student assume a name (real or imaginary) appropriate to the period or locale under study. Pretending to be this person, each one writes a letter home to his family or a friend telling about the happenings of the Civil War, crossing the plains, finding gold, or whatever events are being studied.	
D. Develop the ability to read printed aids in Social Studies 1. Globe 2. Scales on maps 3. Mileage tables 4. Reading maps		
Grade 5		
Review of skills previously introduced in the content area (Social Studies) and the following skills:		
A. Develop the ability to recognize special vocabulary in Social Studies Refer to page 368 - 374	<u>Who Am I?</u> For this game each student has a named pinned on his back. Use names from the area or period of history	<u>The Social Studies and Our Country</u> Laid law Brothers 1974

Objective	Activity	Reference
	you are studying. Each student comes to the front of the room and turns so that all can read "his name", and then ask questions which require yes or no answers. He attempts to identify his personality through these questions as quickly as possible. The number of questions that may be asked by each student may have a chance to participate.	
B. Develop the ability to recognize special symbols in Social Studies		
C. Develop the ability to read with understanding in Social Studies		
1. Reading map symbols	<u>Name The Symbol</u> Prepare ditto sheet of map symbols and the name beside the symbol saying what it represents. Give it to children. On a transparency have a map drawn with the same symbols. Show to the class on the overhead projector. The children look at their map symbols on their sheet to find out what each symbol on the transparency symbolizes. The teacher points to the symbol and children orally states the meaning.	
D. Develop the ability to read printed aids in Social Studies		
1. Map of the world		
2. Globe		
3. Scales		

Grade 6

Objective	Activity	Reference
Review of skills previously introduced in the content area (Social Studies) and the following skills:		
A. Develop the ability to recognize special vocabulary in Social Studies. Refer to page 416 - 422.	<u>ABC's of History</u> This game is a paper and pencil activity which encourages students to use reference books. Each student is to list men of history, places in history, or names in any other category. Listing men, for instance a student might begin thus: A - Adams B - Benjamin Franklin C - Cabot Each student tries to find one word per letter within a given time.	<u>The Social Studies and Our World</u> Laidlaw Brothers 1974
B. Develop the ability to recognize special symbols in Social Studies		
1. Reading map symbols		
C. Develop the ability to read with understanding in Social Studies		
D. Develop the ability to read printed aids in Social Studies	Have children practice making their own graphs. After children have made them, children take turns asking other children questions about the graph that they made.	
1. Linear graphs		
2. Bar graphs		
3. Circle graph		

Math
Grade 1

Objective	Activity	Reference
A. Develop the ability to recognize the words in Math Example: number words, shapes, measurement (inches), tens, ones, o'clock	Make pairs of cards as 10, ten 0, circle Shuffle the cards and hang them face down on the nail board, or place them on a table. Children turn over the cards and try to match the pairs. The child with the most matching cards wins.	<u>Understanding Numbers</u> Laidlaw Brothers
B. Develop the ability to understand special symbols in Math Example: fractions ($\frac{1}{2}$, $\frac{1}{4}$, 1) money (1¢, 5¢, 10¢) plus (+), minus (-), greater than (>), equal to (=), less than (<), shapes (Δ , $\square$, $\square$, $\circ$)	Children make a square bug. Discuss what a bug looks like. Have children draw squares for bug bodies then add head, legs, feet with different geometrical shapes. Teacher reviews shapes after the square bug is made.	

Grade 2

Review of skills previously introduced in the content area (Math) and the following skills:

A. Develop the ability to recognize the words in Math Example: pint, quart, gallon, minute, cardinal numbers, hundreds, right angle, money words (five, ten, one, quarter, cents, half dollar), half past, quarter past, one-half, one-third, one fourth, two thirds, three-fourths, two fourths	Make a large tree out of tagboard. Push brass fasteners through the tree at various points. Make construction paper apples and put Math words and or symbols on them. Then put the words in an envelope. Let each child identify his word or symbol. If he can, he can put it on the tree. If he can't, he must put it back in the envelope.	<u>Using Numbers</u> Laidlaw Brothers 1974
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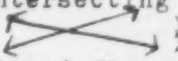
Objective	Activity	Reference
B. Develop the ability to understand special symbols in Math /, number line $\leftarrow \begin{array}{ c c c } \hline + & + & + \\ \hline \end{array} \rightarrow$, line segment (<u> </u>), right angle ($\perp$), twenty-five cents (25¢), fifty (50¢), $1/3$, $2/3$, $3/4$, $2/4$, multiplication symbol (X)		

Grade 3

Review of skills previously introduced in the content area (Math) and the following skills:

A. Develop the ability to recognize the words in Math union, commutative, open, closed, subset, minuend, subtrahend, difference, addend, sum, identity number, inverse operations, addition as associative replacement set, inequality, odd and even number, number words (eleven, twenty-nine, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety), numeral, thousand, multiplication, factor, product, multiple, division, quotient, dividend, rename, remainder, dollar, point, endpoint, ray, vertex (interior, exterior), diameter, radius, foot, yard, cup, year, month, week, day, thermometer, temperature, degree, nickel, perimeter, compass, area, square unit, cube	Prepare a card for each child with two lists of words. The first list contains Math words. The second line contains the symbols that go with the words. The child matches the word to the symbol with a line.	<u>Patterns in Mathematics</u> Laidlaw Brothers 1974
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Objective	Activity	Reference
B. Develop the ability to recognize special symbols in Math N (A), union (U), Roman numerals (I - X), divided by ($\div$) ($\overline{\hspace{1cm}}$), remainder (r), point (.), ray ($\rightarrow$), fractions: ($\frac{3}{8}$, $\frac{2}{5}$, $\frac{1}{6}$, $\frac{4}{7}$, $\frac{5}{8}$), dollar (\$)	Bulletin Board idea for teaching Roman numerals  Children match worms with numbers to apples with Roman numerals.	
C. Develop the ability to read with understanding in Math 1. Solving simple word problems in addition 2. Solving simple word problems in subtraction 3. Solving simple word problems in multiplication 4. Solving simple word problems in division	Have the children write their own word problems, telling stories of things that have happened to them. Example: "I had 24 marbles. I traded 14 of them for a ball. How many marbles do I have now?"	
Grade 4		
Review of skills previously introduced in the content area (Math) and the following skills:		
A. Develop the ability to recognize special words in Math unnamed addends, inequality equation, solution, decimal numeral expanded notation, place value, digits, periods, millions, billions,	Make 2 construction paper mailboxes for each child. On the front of each mailbox staple an envelope. On one envelope write "Words I Know." On the other write "Words To Study". Run off words to be learned for each child.	<u>Exploring in Mathematics</u> Laidlaw Brothers 1974

Objective	Activity	Reference
rounding, estimating, distributive property, multiplicand, multiplier, factor, greatest common factor, common multiple, least common multiple, numerator, denominator, fraction line, proper and improper fractions, simplest form, mixed numeral, plane, inter- sect, parallel lines, vertex, perpendicular, congruent, line seg- ment, quadrilateral, square, triangle, right triangle, circle, center, radius, diameter, centi- meter, decimeter, meter, yard, mile, solid, volume, cubic inch, picture graph, bar graph, line graph	Each child says each word orally to the teacher. If he knows the words he can put them in the "Words I Know" box. The words he misses go in the "Words To Study" box. Then he may take the mailboxes home to study the words more.	
B. Develop the ability to recognize special symbols in Math whole numbers ($4\frac{1}{3}$) parallel lines ($\parallel$) intersecting lines {  } closed figure () open figure () decimeter (dm) meter (m)	Have closed and open figures drawn on individual cards. As the teacher shows each one the student states if it's an open or closed figure.	
C. Develop the ability to read with understanding in Math 1. Solving word problems involving fractions		
D. Develop the ability to read printed aids picture graph, bar graph, line graph		

Objective	Activity	Reference
Review of skills previously introduced in the content area (Math) and the following skills:		
A. Develop the ability to recognize special words in Math disjoint set, nondisjoint set, natural numbers, exponent, power, base, first power, zero power, solution set, replacement set, rounding off, average, prime numbers, composite numbers, mixed numeral, reciprocals, decimal number, decimal point, ratio, congruent, polygon, arc, chord, bisect, obtuse angle, scalene, isosceles, equilateral triangle, parallelogram, rhombus, precision, base - five, base - three	Given an activity sheet the children work the sheet. Have the word and an example of the word. The children match the word to the example. Another variation could be to pass out words on word cards to each student. Teacher shows example (problem that represents the word) of the word. If the student has the word, he holds it up for the class to see and orally states the word.	<u>Discovery in Mathematics</u> Laidlaw Brothers 1974
B. Develop the ability to recognize special symbols in Math power (10^4), parentheses (), brackets [], less than or equal to ($\leq$), greater than or equal to ($\geq$), per cent (%), congruent ($\cong$), angle ($<$), quadrilateral ($\square$), pentagon ($\pentagon$), hexagon ($\hexagon$), heptagon ($\heptagon$), octagon ($\octagon$), millimeter (mm), kilometer (km), degree ($^\circ$), Centigrade (C.), Fahrenheit (F.), perimeter (p.), width (w), length (l), pie (π), radius (r.),		

Objective	Activity	Reference
base (b), height (h), volume (v.), Base two (10 ¹ _{two}), Base three (10 ¹ _{three}), Base five (10 ¹ _{five})		
C. Develop the ability to read with understanding in Math (same as in previous grades)	<u>Mix - A - Meter</u> Take 30 file cards, and using a colored marker, mark nine cards from one decimeter (dm) to nine decimeters. With another color mark nine cards from 10 centimeters (cm) to 90 centimeters. With a third color mark nine cards from 100 millimeters (mm) to 900 millimeters. Mark the three remaining cards as wild cards. Two, three, or four may play. Deal five cards to each player and put the rest in a pile on the table. Each player in turn tries to make a meter combining only two of the cards in a hand. Each player takes a card from the pile and discards one card each turn. When a meter is made, the cards are placed on the table and the player scores one point.	
D. Develop the ability to read printed aids circle graph		

Grade 6

Review of skills previously introduced in the content area (Math) and the following skills:

Objective	Activity	Reference
A. Develop the ability to recognize special words in Math Egyptian numeral, empty set, positive, negative, intergers (positive, negative, opposite), rational numbers, terminating decimals, repeating decimals, approximation, ratio, proportion, semicircle, perpendicular lines, transversal, square unit, altitude of a triangle, pi, mode, median, mean, ranking list, set of data, frequency, probability		<u>Progress in Mathematics</u> Laidlaw Brothers 1972
B. Develop the ability to understand special symbols in Math Base seven (10^1_{seven}), positive (+13), negative (-13), perpendicular line ($\perp$), quadrilateral ($\square$), trapezoid (∇), parallelogram ($\parallel$)	Use a 6 foot piece of string. Hang the string from the bottom of the chalktray. Fasten paper clips to the string. Give each child a construction paper cutout in the shape of clothes with a positive or negative number. The children tell if it's a positive or negative number and hang it properly on the number line.	
C. Develop the ability to read with understanding in Math 1. Solving problems with mode, median, mean 2. Solving problems in geometry 3. Solving problems in per cent 4. Solving problems in ratio, decimals, proportion	Children are given activity worksheets.	
D. Develop the ability to read printed aids 1. Histogram		

Science
Grade 1

Objective	Activity	Reference
A. Develop the ability to recognize the words in Science Refer to page T - 7	Children make charts and label the words. Children keep a vocabulary notebook.	Teachers Edition <u>Science - Understanding Your Environment</u> Silver Burdett Company 1972
B. Develop the ability to understand special symbols in Science	Children can make a weather chart. Each day a symbol is drawn and colored to indicate the weather. Example:	



Grade 2

Review of skills previously introduced in the content area (Science) and the following skills:

A. Develop the ability to recognize special vocabulary in Science Refer to page T - 7		Teacher Edition <u>Science - Understanding Your Environment</u> 1972
B. Develop the ability to understand special symbols in Science	A big thermometer is made out of construction paper. Children change temperatures on the thermometer by changing the removable red line. After it is changed, the children answer what temperature it is.	
1. Reading a thermometer		
2. Reading a scale		
3. Magnets - N - S		

Objective	Activity	Reference
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removable red
paper
Extra red strips are
cut in various lengths
so when changed will
show new temperatures.

- C. Develop the ability to read with understanding in Science

Grade 3

Review of the skills previously introduced in the content area (Science) and the following skills:

- | | | |
|--|---|---|
| <p>A. Develops the ability to recognize special vocabulary in Science
Page 210 in student's copy</p> | <p>Children make picture booklets illustrating the new word. They write a sentence using the new word on each page.</p> | <p>Teacher's Edition
<u>Science - Understanding Your Environment</u>
Silver Burdette Company
1972</p> |
| <p>B. Develop the ability to understand special symbols in Science
1. Ruler (inches)
2. Same as in Grade 2</p> | | |
| <p>C. Develop the ability to read with understanding in Science
1. Solving experiments in Science</p> | <p>Different experiments are done by children and are discussed.

Example:
Find out about soil.
Each child brings soil in a glass jar. (Do not fill jar to the top with soil.)
Put in water. Shake it.
Let it stand. Discuss results.</p> | |

Grade 4

Objective	Activity	Reference
Review of skills previously introduced in the content area (Science) and the following skills:		
A. Develop the ability to recognize special words in Science Glossary page 274		
B. Develop the ability to understand special symbols in Science compass (N, S, E, W) positive +, negative - charge thermometer (digits) (Same as in previous grades)	<u>Compass Directions</u> Make a large circle on the playground with the four directions marked to play Run the Compass. Have the children number by fours and stand at the center of the circle. As you call out a number and a direction thus, "Threes west", all the children having the number three must run to the west. The leader tries to catch any that are not safely at that point of the compass.	
C. Develop the ability to read with understanding in Science		

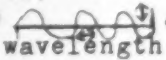
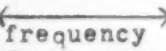
Grade 5

Review of skills previously introduced in the content area (Science) and the following skills:

A. Develop the ability to recognize special words in Science Glossary page 335	Make up Language Master Cards using vocabulary words of your choice. List the word to be learned at the top, along with other words, one of which is a synonym.
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Objective	Activity	Reference
	Say all words on card on the "Instructor's Tract", repeating the main word and its synonym at the end. This gives incidental pronunciation of several words and study of the word. After having learned how to pronounce the words on the card, have the page entitled "Vocabulary Slip" and a dictionary available to be used together. The Vocabulary Slip has spaces for this information: New word: Dictionary pronunciation: Sentence in dictionary in which word was used: Synonym: Meaning of the word: Your sentence using the word:	
B. Develop the ability to recognize special symbols in Science	1. Refer to page 23 for symbols of elements 2. Refer to page 31 for compounds (Same as in previous grades)	
C. Develop the ability to read with understanding in Science (Same as in previous grades)		

Grade 6

Objective	Activity	Reference
Review of skills previously introduced in the content area (Science) and the following skills:		
A. Develop the ability to recognize special words in Science Refer to glossary page 375	Make a notebook of special Science words. Have each child write stories on paragraphs using these words.	
B. Develop the ability to recognize special symbols in Science (Same as in previous grades)		
scale  amplitude wavelength		
 frequency		
warm front 		
cold front 		
stationary front 		
Southwest (SW)		
Northwest (NW)		
Southeast (SE)		
Northeast (NE)		
West (W)		
C. Develop the ability to read with understanding in Science	Have the children make a map of the U. S. and show the regions, mountains, plains, desert, by following a code agreed on by the class.	
D. Develop the ability to read printed aids 1. Graphs 2. Weather maps Refer to page 284		

STUDENT EVALUATION

Content	yes	unknown	no	comments
Word Recognition				
A. Special Vocabulary				
1. The student understands special vocabulary.				
B. Special Symbols				
1. The student understands special symbols.				
C. Reads With Understanding				
1. The student can read with understanding in this area.				
D. Reads Printed Aids				
1. The student can read printed aids.				

COMPREHENSION

Kindergarten

Objective	Activity	Reference
A. Readiness		
1. State orally in brief form the main idea presented in a picture	Present to the child a large picture poster. Let the child tell what he thinks the main idea is presented by the picture.	
2. Answer orally questions about short stories told or read to them		
3. Arrange pictures in sequential order	Cut out small pictures of nursery rhymes being studied, and paste on construction paper. (These can be fixed for the flannel board.) Let the child arrange them and then say the nursery rhyme.	

Objective	Activity	Reference
B. Pre-primer		
1. Associate text and pictures a. word, phrase, sentence	Flannel Board - Place sentence strips with words, phrases or sentences on them. Provide a group of simple pictures. The child places the picture above sentence strip.	
2. Follow oral directions	Wear an apron with pockets. In the pockets are slips of paper with a group of 3 directions on them. The directions should range in complexity. The child chooses a slip from a pocket. The teacher reads aloud the directions and the child completes them as best he can.	
3. Follow written directions	A simple color sheet or worksheet with sentence directions telling how to color the pictures Make the big  green. Make the little  blue.	W - 16, 25, 35, 71, 78, 80
		
4. Recognize main ideas	Prepare a set of picture cards to go with questions such as, Can it fly?, Can she play? Two pictures for each question. Show the child 2 pictures; ask the question and let the child choose which picture correctly answers the question.	W - 12, 18, 26, 33, 41, 48, 57, 67, 75, 101, 105, 106, 110, 115, 119, 125

Objective	Activity	Reference
5. Recall story details	Worksheet to follow the reading of a particular story. Prepare a sheet with sentences, some true and some false, about the story read. The child reads each sentence. If the sentence is about the story he draws a happy face.  If the sentence is not about the story he draws a sad face. 	W - 5, 12, 18, 24, 34, 38, 95, 119 DA - 6, 7, 17, 19, 21, 29, 43, 54, 64 DB - 19, 29, 61 T - 53, 209, 332, 383
6. Identify and follow a sequence of events	a. After reading a story show children a group of pictures showing main events from the story. Let him arrange them in proper sequence. b. Worksheet - Prepare a sheet with sentences at the top and pictures at the bottom that correspond. The child reads the sentences and draws a continuous line from picture to picture. c. After reading a story, show a set of pictures, arranged and numbered, that show events from the story. Prepare a sentence strip with a sentence for each picture. The child looks at picture #1, finds the sentence strip about that picture and places it first. He proceeds to each picture and arranges the sentence strips.	W - 59, 66, 67 DA - (level 4) - 9 DA - (level 5) - 20 DA - (level 5) - 5, 20 T - (level 7) - 108

Objective	Activity	Reference
7. Draw conclusions	Prepare a study sheet of questions such as: What can you see in the sky? What are some warm things? What could you find in a tree? Each question should have several possible answers. The child reads and underlines all logical answers.	W - 17, 21, 23, 30, 33, 42 DA - (level 4) - 10, 19 DA - (level 5) - 19 DB - (level 5) - 8 T - 175
8. Interpret character feelings and attitudes	Give the child a short paragraph to read about a character in a particular situation. The child then draws a "face" to show how the character would feel in that situation.	
Review of all skills previously introduced in comprehension plus:		
C. 1. Form judgements	Given a study sheet with questions such as: What can fly? What can you climb? What can Mother make?, and several possible answers for each question. The child underlines the choices that will correctly answer the question.	W - 7, 18, 19, 21, 54, 55 103
2. Make inferences	Given two sentences, one a complete statement, the other incomplete, the child finishes the incomplete sentence by telling what is inferred by the first sentence. Grandmother gave Tina skates. Tina was _____.	W - 29 DA - 7, 13, 15, 20, 23, 29 34, 48, 49 DB - 13, 15, 19, 20, 23, 36, 42 T - 164

Objective	Activity	Reference
3. Classify words	Given questions such as: What can you get in a toy store? What can you get in a candy store? The child draws pictures to illustrate his answer to the question.	W - 18, 21, 39, 54, 61 84, 103 DA - 6, 20, 46 DB - 4, 20, 24, 44
Review of all skills previously introduced in comprehension plus:		
D. First Reader		
1. Recall story facts	Prepare a ditto sheet of questions about a previously read story. Under each question, list 3 choices of answers. The child answers the question by underlining the correct choice.	W - 12, 18, 20, 44, 48, 71, 73, 75, 105, 106 DA - 13, 16, 20, 24 DB - 10, 16, 30, 33, 35 T - 355
2. Predict the outcome of a story (forecast)	Give the child a worksheet with an incompleted story at the top. He is to read the story and draw a picture to illustrate his idea of the ending.	
3. Follow detailed, printed directions	Given a study sheet of an unfinished picture and written directions for completing the picture, the child reads the directions and draws in the objects to complete the picture.	W - 1, 17, 22, 23, 25, 33, 35, 38, 57, 65, 90

Grade 2

Objective	Activity	Reference
E. Review of all skills previously introduced in comprehension plus:		
1. Make generalizations		
2. Make inferences	Prepare a short paragraph. The child reads it and then answers questions, yes or no, about the paragraph.	W - 59, 119 DB - 6, 24, 39, 55, 57, 59, 60
3. Recognize relationships	Prepare a worksheet with a simple picture at the top. Have the children study the picture noting size, and location of the objects in reference to each other. At the bottom the child reads questions and answers them, <u>yes or no</u> about the picture.	W - 119, 88 (time of year) (size and shape)
4. Interpret pictures	Present a large picture poster for study. Prepare a worksheet with incomplete sentences to accompany the poster. Using a given list of words (in, down, up, across), the child completes the sentences to make each one describe the picture poster.	
5. Recognizes cause and effect relationships	Pass out slips of paper with several sentences presenting a cause - effect situation. The sky is dark. The sun is not out. Will it rain? (yes, no, maybe) Have each child read his orally, and answer the question.	W - 54, 85

Grade 3

Objective	Activity	Reference
Will be able to identify characters in the story	1) <u>I Remember Who</u> , recall and identification of story characters. Groups divide into teams, children read story, then answer questions by naming character involved in the story event. Idea can be reverted by naming the incident instead of character.	Instructor Curriculum Materials
Will be able to interpret feeling of characters.	Have a child read a paragraph, and then have him write a word that tells how the children felt.	Learning Skills, Inc.
Will be able to follow oral and written directions	1) Have children fold a sheet of paper in half, and then fold it in half again. Open the sheet, in the first box, draw a picture of your make - believe vacation place, in the second box draw how you would get to the place, in the third draw things you would need on your trip, in the last draw a picture of the person whom you would like to take.	<u>From Near and Far</u> <u>T 57 - H&R</u>
Will be able to follow oral and written directions	2) <u>Can You Do It?</u> On a large sheet of paper the student will: 1) Draw 3 cars; color them blue, 2) Draw 2 mountains; color them yellow, 3) Draw 4 hats; color them red 4) Draw 1 shoe; color it your favorite color.	<u>From Near and Far</u> <u>T - 57 - H&R</u>
Will be able to recall details	1) Place a picture on the board, have children study the picture then number papers to 10. After children look at	H. & R. <u>It Happened This Way.</u>

Objective	Activity	Reference
	the picture, cover it up. Ask ten questions and have the children write yes or no on their paper. Uncover picture and check answers.	
Will be able to draw simple conclusions	Place a pile of books, pencils, balls, erasers on one side of room. Ask question "How do I move these to the other side of the room?" Give each child a chance to tell or show how he would move the articles.	T 137 - <u>H&R</u> <u>From Near and Far</u>
Will be able to use the skills of skimming and scanning	Instruct each student to bring a newspaper article to class. Have several students place their articles in an opaque projector, so that the class can determine the answers to the four basic questions.	<u>Reading Activities for Child Involvement</u>
Will be able to predict outcome	Have several <u>obvious</u> comic strips cut up. Leave off the last section and have the children decide what will happen next. You may also mix up the strips and have them place the events in order.	
Will be able to organize events in their correct sequence.	Cut illustrations from simple well-known stories from old textbooks or workbooks and mount them. The pupils place the illustrations in proper order to "tell the story."	
Will be able to use judgement in determining right and wrong	Read the children a story with a moral (ex: fighting, cheating, stealing, etc.) meaning! Have the children decide what was right and wrong or who was at fault. Expand this area by deciding what could have been done to improve the situation.	

Objective	Activity	Reference
Will be able to determine the main idea.	Use a primary typewriter and write several short paragraphs. Mount and place on bulletin board. Write a title for each on separate sheets of paper. Place these titles and extra titles in an envelope. Children choose correct title.	<u>Kids' Stuff</u> Collier
Will be able to read and make comparisons with previous reading experiences	Read a story about different cities and compare the cities.	
Will be able to read and make contrasts with previous reading experiences	Discuss differences between city and country living, or traveling by airplane and car.	
Will be able to read and evaluate the situation by determining which is better		
Will be able to read and determine the cause and the effect of story events		
Will be able to comprehend sentence meaning	Choose many common phrases. Develop a matching activity where students will choose the correct meaning for the unusual expression. Use expressions like "it was a small wonder", "hardshell", "on the wing", "make my hair stand on end".	<u>From Near and Far</u> - <u>H&R</u> p. T 384
Will be able to read and generalize the situation		
Will be able to read and infer meaning		
Will be able to read and place himself in the story situation and predict his actions or feelings		
Will be able to read and locate key words to sentence meaning		

Grade 4

Objective	Activity	Reference
Will be able to draw conclusions		
Will be able to generalize		
Will be able to compare and contrast	After reading 2 legends; fairy tales, etc. . . . compare as to subject, time, setting, character, etc.	
Will be able to outline important facts from a selection	Read a story "A Sea Family" and outline basic information about otters.	<u>Roads to Everywhere</u> T
Will be able to read to follow directions	Take a cookie recipe and ask the student to read it and then list the steps he is to follow to make the cookies.	
Will read a story and organize the events by sequence of occurrence	The students will place the actions in sequential order according to occurrence in the story.	
Will be able to read and see related details		
Will be able to read and draw an inference	After reading a story ask how a character might feel concerning a particular event.	
Will be able to locate descriptive and action words		
Will be able to develop imagery	The student will be given a descriptive story. Following the reading of the story he will be given the following form on which to write a descriptive statement.	

character	setting	time

Objective	Activity	Reference
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Will be able to develop empathy

Will be able to relate to the time

The student is given the below listed set of phrases. He is to write a statement following the phrase that will tell the time of the happening.

1. prospecting for gold in the West
2. Conestoga Wagon move west
3. After planting the crops Father went to repair the barn.
4. When the settlers moved to their new home all their friends helped them.

Will summarize basic information

The student is given a newspaper article. He is asked to write a telegram about this. He is limited to 15 words.

Carter Wins
Nov. 5 today

Telegram
Jimmy Carter is elected 38th president. . .

Will be able to evaluate

Will be able to do library research

Choosing a particular subject and do research making an outline and written report

Will be able to read and organize by classification

The student is given a list of common objects. He has to identify the objects and place them in their proper classification.

Foods	Shelter	Tools	Occupations

Objective	Activity	Reference
	igloo hammer saw cereal estate mason	beef farmer electrician bungalow screwdriver potatoes
Will be able to perceive relationships - cause-effect, part to whole - spatial relationships		
Will be able to identify the main idea from a paragraph	Given a paragraph to read the pupil will pick out the main idea.	
Student will be able to identify the main idea from a story		

Grade 5

Objective	Activity	Reference
1. Will be able to preview material	Use skimming to determine type of material (fiction, what essay is about, etc.)	
2. Will be able to use context clues to determine word meaning	Read the sentences. Write what you think the underlined word means. Then check meaning in a dictionary.	
3. Will be able to determine main idea	Make choice saying which title is best one for this selection.	
4. Will be able to arrange events in sequential order	1) arrange sentences in the order in which they happened in the story 2) make an outline	
5. Will be able to locate significant details		
6. Will be able to read to recall details	1) True - false questions	
7. Will be able to read for immediate recall	Read the paragraph. Write A, B, or C for the detail that completes each sentence.	
8. Will be able to read for specific information		
9. Will be able to read to predict outcome		
10. Will be able to read to determine author's purpose		
11. Will be able to read to interpret tone and feeling	Read the following selection. Write the word that best describes the tone of the selection.	
12. Will be able to make judgements distinguishing fact from fantasy	Write yes or no to the following questions entitled "Could this happen?".	

Objective	Activity	Reference
13. Will be able to skim for main idea	See how quickly you can find and point out the paragraph that tells -----.	
14. Will be able to read to follow directions		
15. Will be able to identify characters		
16. Will be able to read to make generalizations		
17. Will be able to interpret feelings	Write the best word to complete the sentence. relieved cowardly depressed hatred	

Grade 6

Objective	Activity	Reference
Phrase		
1. To identify descriptive words and phrases in sentence	As you read a story or an article, look for words and phrases that tell <u>how</u> , <u>when</u> , or <u>where</u> to get a picture of what the phrase is saying.	S. S. S. Workbook p. 106 T 290, 256 <u>H&R</u> <u>S.S.S.</u>
2. To classify phrases orally by skimming	Call on volunteers to give oral sentences of their own which include phrases using the above procedure.	<u>H&R</u> S. S. S. Workbook pp. 18 - 19, 27, 37
3. Identify prepositional and adverbial phrases		
Sentence Source		
1. Identify the sentence pattern structure (S = NP + V = adj.)	Give pupils the following source sentences. Tell them to identify the sentence pattern and expand the noun and verb phrases to make interesting sentences. Explain how each sentence was expanded. 1. A woman gave the boy a package. (N - VNN) 2. Father threw the paper. (N - VN) 3. The trees grew. (N - V)	<u>Spanning the Seven Seas</u> TE p. 290
2. To identify multiple verb phrases in sentences		<u>Seven Seas Workbook</u> p. 53-54, 98-99
3. To demonstrate comprehension of sentence meaning by rewriting sentences	Re-write sentences by changing position of underlined parts in two different ways. 1. <u>The shrill whistle of the engine echoed through the valley.</u> 2. <u>The smell of coffee came from a boiling pot on the stove.</u>	<u>Seven Seas Workbook</u> p. 94, 102, 254

Objective	Activity	Reference
Drawing Conclusions		
1. To locate supporting evidence for answers		T 138, T 163, T 181, T205 T 333, S.S.S. <u>H&R</u> Workbook pp. 9, 25, 114, 115 <u>H&R</u>
2. To refer to illustrations in making conclusions		T. 339 S.S.S. <u>H&R</u>
3. To make intelligent choices by use of discussion from material in the story		

Main Idea

To correctly state the main idea of the selection in his own rephrasing

Pupils will write a single sentence summary expressing the main idea or feeling expressed in the paragraph below.

H.R. Spanning the Seven Seas - T 93

By the time all of the crews were in and the boat had been put away Joe had stopped shivering and was beginning to enjoy talking about his experiences.

Sentence Meaning

Correctly indicate the meaning of a sentence by rephrasing it in his own words

Pupils will read the first paragraph of this story, "In Deep Water," silently. They will be lead to note that sentences describe the area in which David and Mark are to fish, and why he is afraid. Be sure that pupils understand that often a single sentence will carry several ideas, each one being important for understanding of the others.

S.S.S. p.p. 16-24

Detail

To correctly select from a set of oral or printed statements an acceptable number of statements which furnish detail such as the time and place of the selection, the names of the major

Objective	Activity	Reference
characters and places.	Pupils will read the story "Robert Goddard, Rocketman", in <u>Spanning the Seven Seas</u>. After reading they will be given questions of detail. Questions 1. What did Goddard call his rockets? 2. Can you think of other things given female names? (ships, hurricanes) 3. For what are many missiles named today? (mythological characters)	S.S.S. p. 251 - 257 P. 290
Sequential order	1. To number events in sequential order Read the questions and the sentences to show the right order in which you would do each of these. <u>How would you take a bath?</u> ___ Get in a tub with water ___ Take off your clothes ___ Wash yourself ___ Dry yourself <u>How would you sell papers?</u> ___ Sell the papers ___ Stand on a good street corner ___ Shout papers, "Buy a paper!" ___ Go pick up papers to sell <u>How would you get a new dress?</u> ___ Go to the store ___ Ask Mom for some money ___ Try on the dress ___ Pay for it	

Objective	Activity	Reference
Skimming and Scanning		
1. To skim for story detail	Reread the pages indicated to review what happened. Write a statement to answer each question.	<u>S.S.S. Workbook</u> p. 77
2. To scan the telephone directory for unusual names	Use a page from telephone directory Questions 1. What is the telephone number of Willie Green? 2. Give the address of Patricia Givings. 3. Is Ora Gunn first or last on this page?	Local telephone directory
Reading to Follow Directions		
To give additional practice in reading and following directions	Provide each child with a sheet of writing paper with a large square in the center of it and a dot in the center of the square. Provide also a red crayon and a duplicated sheet of directions. The directions sheets will say, "Write <u>North</u> at the top of your paper, <u>East</u> to the right, <u>South</u> at the bottom and <u>West</u> to the left. Place your crayon on the dot and go straight north to the side of the square and then go east to the side of the square. Lift the crayon and place it on the dot again. Now go west. This may continue. What will be observed upon completion is a unique design.	
Making Generalizations		
Be able to predict an outcome for a story	Show pupils part of a fiction or biographical filmstrip.	"The Writing Bug" Random House

Objective	Activity	Reference
	Individually or in small groups, have pupils decide what they think will happen next and illustrate their ideas.	
Locating Significant Details	Upon completion of reading a selection, have the children make conjectures as to what they think would happen if the story had continued.	Harper Row
To locate or identify ideas or information that is explicitly stated	Each child is given a section of the newspaper. He is told that he may choose one item to buy. A picture of his choice is posted on paper or drawn if necessary. Under his picture he is told to provide the following information: Where to buy the item; its cost; location of the store and hours the store is open.	
	*Note: Details may vary with picture.	
To locate or identify facts such as the name of characters, time of story, place of story	Factual questions on a recently read story are printed on small index cards. The group is divided into two teams and each team is given an identical set of cards. At the teacher's signal the pupils must locate each answer, noting the page and paragraph number on the back of each card. When both teams finish, the answers are checked.	
Following Directions		
Extend activities to enhance pupil's ability to follow directions	Have pupils listen to a recording, which gives a series of directions to follow. Observe to see how well they are able to follow them.	
	Game: "Action Please"	
	The children listen while the teacher gives an oral direction and chooses a child to respond.	

Objective

Activity

Reference

Two or three directions may be given depending on the maturity level of students.

After reading the directions for a simple experiment, have pupils perform the experiment as directed.

Grades 7 and 8

Objective	Activity	Reference
A. Affective Knowledge		
1. Interpretation of character feeling		
2. Interpretation of personal reaction		
3. Relating personal experiences		
4. Relating to previous reading experiences		
B. Inferential Knowledge		
1. Developing characterizations		
2. Drawing conclusions		
3. Forecasting an outcome		
4. Foreshadowing an event		
5. Making an inference		
6. Forming judgements		
C. Knowledge of Classification and Relationship		
1. Forms classifications		
2. Making comparisons		
3. Recognizing relationships		
4. Making generalizations		
5. Noting point of view - implied / stated		

Objective	Activity	Reference
D. Knowledge of Specifics		
1. Recognizes context clues		
2. Identification of main ideas and details (recall)		
3. Reading for specifics		
4. Establishing a sequence of events		
5. Skimming for preview		
6. Skimming for facts		
7. Performing basic outlining		
8. Summarizing orally		

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J. S. Clark Elementary School